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ABSTRACT

This report examines the biography, elementary school social studies teaching goals, and specific U.S. history-social studies goals and curriculum mediation practices of one fifth-grade teacher, Sara Atkinson. Daily lessons and classroom teacher-student interactions are described in detail as Atkinson moved through a 6-week unit on the American Revolution with her fifth graders. Six students were interviewed both before and following the unit to assess what they learned. Additionally, the entire class was asked before the unit to write what they knew and what they still wished to learn about the American Revolution. After the unit, students were asked to write what they had learned. (These three questions constitute what is known as the K-W-L questionnaire.) Findings suggested that Atkinson appeared to be successful at reaching her curriculum and teaching goals that included helping students: (1) learn and understand the struggle, mistakes, and eventual triumphs of the colonists prior to and during the war period; (2) understand the nature of the democratic process (the debate over the ratification of the United States Constitution); (3) see historical events from different points of view; and (4) realize that historical knowledge can be used as a tool for problem solving and decision making. Sixteen appendices include the structured teacher interview protocol, the K-W-L sheet, the pre- and post-unit student interview protocols, tables of student data, tests, and related print material. (Author/LBG)

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TEACHING ABOUT THE AMERICAN REVOLUTION: THE CASE OF SARA ATKINSON

Bruce A. VanSledright

Center for the
Learning and Teaching
of Elementary Subjects

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Research on Teaching
College of Education
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Abstract

This report examines the biography, the teaching goals for elementary school social studies, and the specific U.S. history-social studies goals and curriculum mediation practices of one fifth-grade teacher, Sara Atkinson. Daily lessons and classroom teacher-student interactions are described in detail as Atkinson moved through a six-week unit on the American Revolution with her fifth graders. Six students were interviewed both before and following the unit to assess what they learned. Additionally, the entire class was asked before the unit to write what they knew and what they still wished to learn about the American Revolution. After the unit, students were asked to write what they had learned. Analyses of the student assessment data and the teaching episodes suggested that Atkinson appeared to be successful at reaching her curriculum and teaching goals which included (a) helping students to learn and understand the struggle, mistakes,and eventual triumphs of the colonists prior to and during the war period, (b) demonstrating through the content of the unit the nature of the democratic process (e.g. the debate over the ratification of the *Constitution*), (c) assisting her students in seeing historical events from different points of view, and (d) teaching her students that historical knowledge can be used as a tool for problem solving and decision making.

TEACHING ABOUT THE AMERICAN REVOLUTION: THE CASE OF SARA ATKINSON

Bruce A. VanSledright[1]

During the 1991-1992 school year, two fifth-grade teachers were observed each day while they taught six-week units on the American Revolution as a part of the U.S. history-social studies curriclum required by the school district in which they both taught. Data that were collected include (a) detailed fieldnotes and audiotapes of each lesson, (b) documents using for teaching purposes (e.g., lesson plans, worksheets, audiovisual question guides), (c) structured (audiotaped, transcribed) and informal interview data obtained from each teacher, and (d) detailed information on what the students learned via structured interviews with six students from each class (audiotaped, transcribed), student assignment samples, and data from a three-item questionnaire (called K-W-L; Ogle, 1986) completed by all students in each class.

The purpose of the research was twofold: (a) to develop richly descriptive accounts of the teachers' teaching and curriculum mediation practices (Parker, 1987; Thornton, 1991) and (b) to provide a comparative analysis of the two teachers' practices relative to research literature accounts of different teaching traditions, approaches, or types in social studies education (Barr, Barth, & Shermis, 1977; Evans, 1989; Goodman & Adler, 1985; Martorella, 1985). What follows is the chronicle of Sara Atkinson, one of the two teachers. A biographical sketch is provided. Then an account of her U.S. history-social studies curriculum goals and specific American Revolution period teaching goals are detailed. The largest portion of the report is devoted to a rich, contextualized description of the day-to-day classroom activities that make up the substance of the unit. In conclusion, Atkinson's approach to the unit and the influence it had on her students is discussed. For an account of the other teacher, see VanSledright (1992a). For comparisons between the two teachers, student learning, and the comparative strengths and weaknesses of each teachers' practices and their educational influences, see VanSledright (1992b).

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[1] Bruce A. VanSledright, assistant professor in the Department of Curriculum and Instruction, University of Maryland, College Park, was a research assistant with the Center for the Learning and Teaching of Elementary Subjects.

A. A Biographical Sketch

Atkinson[2] is a spritely, effervescent, and talkative veteran of 25 years of elementary school teaching. Currently, she teaches fifth grade at a predominantly Caucasian, middle- to upper-middle-class school in a medium-sized metropolitan area in the northern Midwest. Born and raised on the East Coast, she pursued a postsecondary education in the Midwest, receiving bachelor of arts and master of arts degrees from a Michigan university. As an undergraduate, she completed a language arts major and science and social science dual minors. When she graduated, students were required to complete a dual-minor in order to be certified as teacher. Atkinson also noted that, in those days, prospective teachers lacked enough credit hours to receive a minor in education. Of her master of arts degree, she said:

> My master's is in just elementary education, no specific area, and I fought really hard to get it that way. Again, at that time, I had a choice of math or reading and I did not aspire, nor do I now, to be a specific expert in anything. I really decided that I wanted to do the same thing in teacher education classes at the graduate level that I did in my undergrad level, and that was to take a hodgepodge of things because that's what I really wanted to do. I wanted to get a wide breadth of information as opposed to a narrow area. I know that's not a popular area of study, but for me, it was exactly what I needed because I really truly believe that I can influence in a lot of ways by knowing a little bit about a lot more things than a lot about a little.

She agreed to being called a generalist. She had taught sixth grade until the advent of middle schools at which point she transferred to fifth grade. She preferred having the students all day and teaching all subjects, a practice made difficult by the subject matter departmentalization of middle school organization. "I don't know if I'd have that enthusiasm just teaching one subject," she added.

Asked about what she meant by her use of the phrase "I can influence in a lot of ways," she commented,

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[2] The names of the teacher, the school, and the students are pseudonyms.

> being able to know when something goes wrong in social studies, how it relates to something you saw when they walked in the morning or they were great in the morning, but after recess, obviously something's falling apart...you've got a little more ability to read your children and get them ready psychologically for middle school...find an area...it might not be social studies, it might not be math, but "boy, can they write well." Then you know from that one strength where you're going to pull. So if they're in a social studies committee working on something that has to do with the Revolutionary War, then this [child] is going to be the writer in the group. They're going to attack it one way and somebody else is going to attack it another way. I don't necessarily know that I would personally be able to know that about students if I just had them for social studies or math. My own philosophy is the more I know about that child, the more I'm going to be able to get success in another area that they don't like...[by] pulling on a strength that I know that they do have.

Although Atkinson speaks clearly of a strong commitment to children and their learning development, her approach to subject matter, as evidenced by her history and language arts teaching particularly, suggests affinities here as well. Attaining a balance between her focus on the child and the subject matter she taught became a theme weaving its way through her teaching philosophy. Putting children first appeared to be the fabric of her philosophy, while subject matter provided the thread that held that garment together. But this relationship had an uneven quality and represented a tension in her thoughts and practice. More will be said about this tension later.

Atkinson believed that her experience as a mother of two children affected her teaching in a profound way. She reported that, prior to her own motherhood, she seemed impatient with herself and her students. She felt she expected too much from herself especially. She found herself in the early years trying to teach her students everything, to provide them with all the learning experiences they might need as adults. She put it this way: "I wanted to make sure I gave them all experiences. You have to make sure that you have fantastic things going on constantly in social studies and math and science." Having two children of her own brought some balance between an early emphasis on subject matter and a sensitivity to the lives of her students beyond how they learned that subject matter. She added, "I think I relaxed a little more and I didn't become quite as driven, but I became more insightful and the insightful part helped bring out things deeper than just the facts and the subject matter and...and I think that made my teaching richer, but not necessarily knowledge-based, but humanistic-based."

This balance was also forged in the process of teaching a variety of grades besides fifth and sixth. Early in her career, Atkinson experimented with teaching lower elementary grades, but she found that a number of these younger children lacked the ability to extend most activities beyond 15 minutes or so. Older children possessed greater power of concentration which more appropriately suited her style. "If something really works and you've allotted 40 minutes for it and it goes an hour and a half because you're just onto something that you might not have ever gotten on to had you stopped at 40 minutes. Those are generally my very best teaching times," she elaborated. She added, "You really can't do that at lower elementary...you've got some children who can stay with you forever and you've got some children that after 10 minutes really need to move on to something else. So the attention spans they have are not mature enough yet." With her insistence on retaining a subject matter thread in her teaching, she eventually returned to the upper elementary grades.

Atkinson's own childhood had a significant impact on her attitudes toward the subject matter of U.S. history particularly, more so, it turned out, than any memories should would recall about her college history or social science courses. Here is an extended conversation that speaks of an oral tradition rich with the folklore and memory of colonial America, a personal history that affects Atkinson's teaching world and her approach to social studies. The conversation between Atkinson (A) and the author (V) focused on the influence of her historical heritage on her philosophy and teaching practice.

> A: I grew up on the east coast and grew up in a small south Jersey town that was steeped in history. It never entered my mind that everybody didn't find history a really exciting part of their lives.
>
> V: Why was it steeped in history?
>
> A: It was a Revolutionary War town. The area would have been and was presumed to have been what Philadelphia became. Because of the Delaware River, we had the trade, the shipping, what culture there was around that time, was all based around the shipping trade. We all grew up hearing tales and stories and our roads have little signs and we knew where massacres were and...those were just things we grew up knowing. We found arrowheads, we found musket balls...these were just things we grew up with . . . and probably also the closeness to Philadelphia which was about 45 miles away, we, from kindergarten on, probably saw more than we wanted to of the Liberty Bell, the Betsy Ross House. So it was just part of growing up.

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V: So the culture you grew up in was just steeped in this historical tradition. How did that get communicated? Through your parents or local institutions or what?

A: I think in all of those ways. Back then, because you're from that area the family trees showed who fought in what war, the Civil War buttons that had been passed down through the family, the flags that were carried. We had attics in those old houses and had things that not only were yours, but grandparents', great grandparents', and letters that I had to read, and then when you went to school, those things were very valued and we all had something.

V: Why do you suppose they were so highly valued?

A: I think the teachers grew up in the same situation. We were a small town. Where I grew up, people never moved. We knew families; we knew backgrounds. If I had forgotten that I had something the teacher would have thought would be good for a social studies unit, she would remind me. "I know your mom and dad have such and such because I remember when they brought it because it was their great grandparents'." I think that was just a real valued thing. It was fun. I never saw social studies as being dead. History wasn't dead. There was something you could go and see and touch and feel. I always laugh with my kids that if I win the lottery, I'm taking them back home and we can walk some of the streets and go across the Delaware. We can go to Washington's Crossing. The pictures aren't the size of what you see in a textbook. There's an enormous picture that goes across a wall. You feel things differently then. I think it's kind of hard--my ideal, and I don't know if I'm going to get to it now, but I always figured I'd like to talk to one of the horse and buggy drivers and get them to take me around Philadelphia because they've got great stories compared to textbooks. We'd go to the cemetery first and go to the grave stones and talk about, "OK, this is where they ended up" and go from there to what we could envision these people were like, like Jefferson. "What would they think now?" "What have we become?" We can go back and see the places. I think teachers could do that better than movie-makers. You know the little ins and outs the kids would like. I think with my VCR, which is in an untrained hand, I could still come out with some fun history that would work--to be able to take a field trip vicariously, to be able to visit battlefields and interview people.

V: Coming to Michigan where they don't have quite the same history and the same tradition in a sense, because it's not one of the original 13 colonies, is that what makes the difference or is it that it's just today as opposed to when you grew up?

A: I still believe that history is pride in some of the small east coast towns. As a matter of fact, I was talking about the fact that it's really hard to get kids turned on, and my next-door neighbor at the shore said, "Would you like some original Civil War letters? I can remember when my grandmother died, she gave each of us one of the letters." I said, "Oh great." So he made sure that before I left this fall that I had a copy and I wanted the envelope too because it was fun to say, it didn't even need a city, didn't need a state. You needed a county and you needed a road. You didn't need an address. So the envelope was just as important to me. People back then...I think I told you I had from 10 years ago, a piece of Independence Hall. The person literally sought me out because they knew I'd be able to have some influence with kids. This particular man who gave me the Civil War letters, his sister is a teacher and doesn't happen to enjoy it quite as much as I, so he gave it to me instead of her, which really wasn't fair so I made sure I got the copy and asked him to give her one too. But I think people are very interested in keeping the stories alive there. They've got stories about people and their families that they'd like you to share with children. This was August of 1991 and people are still interested because I teach social

> studies. They bring me things and pieces and parts and share things they would like kids to know today.
>
> V: So it's an oral tradition that's still alive there.
>
> A: I think they're worried that it's going to break down somewhere and that the kids aren't finding it interesting. The fact that I'm a teacher, without knowing anything about me, they'll share that because they want people to carry on that same excitement that they have. I didn't think about it too much until I moved out here and here my class is saying, "Social studies. Ugh!" and I'm going "Social studies. Ahh!" You have to analyze where that breakdown is. I think it's just a lack of seeing tangible things you can attach yourself to. Once you figure that out, then you've got to figure out what way you can generate that without saying, "OK, we're going to go walk through Independence Hall today."
>
> V: So if you grew up in a small town in Nebraska, it's probably not the same.
>
> A: No, unless my family or the community all of a sudden had these wonderful roots that they wanted to share. But I really think I was lucky in the way I grew up. Hopefully, on my good days, I bring that enthusiasm. If I do, it works. If I don't, it's a bland lesson and you'll see a few.

On her "good days," as Atkinson would have it, this manifest excitement about history would turn out to be infectious. The power of the oral tradition imbued in her a sense of the past that she strove to communicate to her students. However, her sense of the oral tradition was coupled with the belief that, at its center, the concept of democracy--citizen rights and responsibilities--flourished. For her, this oral tradition was democracy: the right to argue, negotiate, participate, and decide; a process she said was practiced in her family as far back as she could remember. Now, her perception of this democratic tradition had become the historical, curricular thread with which she tried to weave the classroom.

Atkinson explained that, of her family members, she was the only one to become a teacher. In fact, she had been expected to become something "more" than that, a dentist perhaps. To her father, an international chemist, teaching seemed less lofty than other professions. Dentistry appeared more fitting. However, Atkinson realized after she graduated from high school in the early 1960s that marriage and family were important to her. In her interviews for dentistry school, she was asked about such plans. She admitted forthrightly about marriage plans and the prospect of having children of her own. As she smiled through this response, she claimed her interviewers did not. She added, "The fact that I wanted to go to dental school was a little bizarre and the fact that I probably was going to get married meant that I wasn't a suitable candidate because women didn't work then."

Atkinson spent most of her professional teaching career at Greenwood Elementary School, a small school serving approximately 250 students in grades kindergarten through five. Atkinson finds that the surrounding community is very supportive of the educational mission at Greenwood. Parents visit the school frequently. They provide material support for teachers by bringing in games, audiovisual releases, and books they believe can enhance the quality of education. She finds this type of support beneficial rather than intrusive. The parents suggest their contributions, but do not insist on them. They think in terms of being helpful and acting as resources for often overburdened teachers. This type of support appears consistent with schools that possess what Grant (1988) calls a strong ethos. Schools with long histories of parental interest and a commitment to strong academic environments provide their students with rich learning communities. Greenwood is no exception. In fact, Atkinson noted that conducive learning environment at Greenwood contributed to faculty stability. The youngest teacher, Atkinson guessed, had been on staff for over five years, indicating virtually nonexistent turnover.

However, this faculty stability worried Atkinson. She feared that the faculty might intellectually calcify with age. But after admitting this worry, she balanced her concern by noting several advantages embedded in what she referred to as the traditional school environment promoted at Greenwood:

> We don't jump on bandwagons quite the way we used to when we were younger. We kind of sit back and observe and try to figure out where the end result is going to be, how we want to get there without finding panaceas, realizing that there probably is not a panacea there, but we can take whatever information we get from the program and integrate it in with something we know works, to hopefully make it better. But you don't drop something that works to try something new. I think that gives us a flavor here. We have a tendency to be considered more traditional. I'm not sure if that's a compliment or not a compliment. I think it's meant differently. I think it's meant that we were given that label and the label is that we're pretty much basics--reading, writing, arithmetic--the kinds of things that parents are very interested in. I think that we're also very creative, but those things do go together and I don't think parents realize that. I think it's the tradition that makes this school the school it is in the area. As long as I can remember, it's had that reputation. But it's also because it's an easy, small area to work in. I think we take more risks because of it. Parents generally have a good feeling about how hard we work. Therefore, when you take a risk in

> something that's a little off the wall, they're real anxious to see where we go with it as opposed to going, "Oh, what's happening?"

Mixing basic, traditional, subject matter learning with educationally innovative practices characterized some aspects of Atkinson's classroom. To a degree it also described the school in general, but less so. The community was generally happy with the strong emphasis on basic education. However, its willingness to contribute new and sometimes innovative materials (e.g., an electronic geography game to Atkinson's class during my visit) suggested some interest in educational experimentation. In several ways Atkinson mirrored this split image: traditional subject matter knowledge transmission coupled with moderate innovations.

It should be noted that many of these committed parents were middle- and upper-middle class. Few (perhaps 25%) came from working- or underclass backgrounds. This socioeconomic status configuration promoted a sameness at Greenwood that Atkinson found unhealthy as did some parents. The school did serve a small but slowly growing group of ethnic minority students whose parents were often affiliated with a nearby university either as graduate students or faculty. Atkinson and several of her colleagues openly welcomed this diversity and praised the positive influence it had at Greenwood. Beyond this, Greenwood's full-time faculty (seven Caucasians of which Atkinson was one, and two African Americans) had to connect with global education programs sponsored by the university to provide their students with learning opportunities characterized by greater multicultural diversity. For example, in January, students met a university faculty member who asked them to adopt a group of students in Belize as pen and audiovisual pals. The support of the faculty made this project a considerable success, but the general sameness of the students at Greenwood continued to be bothersome to Atkinson.

B. General Philosophy and Teaching Goals

Atkinson had much to say about her personal philosophy and approach to teaching in response to a series of interview questions concerning elementary education in general and the role of a fifth-grade teacher in particular (see Structured Teacher Interview in Appendix A). The first question dealt with Atkinson's perception of the role of K-6 education. Her key goals are underlined for emphasis. Atkinson responded,

> I sense, for me, that that time I have with kids is to turn them on to learning. I sense my fifth-grade year with them in their last year in elementary school, I've got to develop in them a zest for learning and in at least a couple of different subjects. That's my goal. They often need to know that neither I nor they know everything there is to know even in that one wonderful subject that they like. It's the tip of the iceberg. Get them excited enough that they're going to go on independently. Their confidence level I think is extremely important in all elementary, especially in the fifth grade before I send them to middle school. They have to know that they walk in with the tools, but if they don't know, there's a place to go. There's something they can do to get the information that they need. If I send them thinking school is fun and exciting, that there's nothing they can't do with a little effort, energy. There are people behind them that will help them if they need it, and enjoy helping them. Then I think they're ready to go. Of course, you need the tools. You need reading and you need math and you need learning skills, but without that zest, it's dull and you're doing it because you're going through the motions and it has to be done. You can almost see a kid who walked in here deciding that school was just a drudge, start to sparkle. You can almost watch when it happens. Those are the successes--a kid who really didn't think that he could do it. All of a sudden they say, "Oh, this is really fun. I didn't realize that English fit together like this. Wow!" or math students that are women types that are saying, "I don't like math." It's my goal to have them walk out of here liking math or science. I know I'm not bright enough to teach everything that needs to be done and I think it takes a while to realize that you don't have those skills, but I do know that I can teach them to like it and I can teach them to care about learning and taking a risk and that it's OK, care about other people, care about communication skills.

Two themes emerge from Atkinson's comments: excitement and desire to learn, and building confidence in the possession of the tools of subject matter knowledge. Atkinson manifested both these themes while teaching the American Revolution to her students. One of her trademarks will be to demonstrate an exuberance and enthusiasm about history; a style she hoped would transfer to her students. However, a tension would emerge between her desire to communicate the power of subject matter knowledge and her wish to attend to students' interests, concerns, and especially their participatory role. She would battle this tension throughout the unit.

Atkinson then described the key features of her role as a fifth-grade teacher. Here the same themes reemerge couched in more specific terms.

> I need to give them basic tools. That's the reading and writing and math. I also, along with the confidence, need to develop strategies. They need to have [strategies]...that's also a tool, but more sophisticated than reading, writing, and math. When someone gives them an assignment, they need to know that they need to spend a great deal of time on the directions, they need to decide if they understand where they're headed before they pick up their pencil. If it's a logic,

> a problem-solving type, they need to realize that everybody's first reaction is "I don't know." You need to determine what it is that you have and where it is you want to go. Then you need to start solving some problems. We can't teach them everything we need to teach. Obviously we need to teach them strategies and problem solving and I think if I can do that, then I can get them beyond any problems they're going to have out there.

In this statement, Atkinson connects strategies for problem solving and the nature of knowledge as a tool used in the process.

Atkinson's interest in problem solving converged on its relevance for making decisions. Decision making, she suggested, served as an outgrowth of her concentration on problem solving. This concentration, she claimed, was tied with events close to the lives and interests of her fifth graders. But decision making necessitated a concern for differing points of view and the debate surrounding them. She put it this way:

> There are a lot of questions that fifth graders are finding out are much more gray than black and white. That also works in social studies and citizenship and works into choices that you have to make. Today they brought out how much of the Judge Thomas hearings had I been [sic] listening to, because they knew I looked a little tired. I said I fell asleep somewhere between 1:30 and 1:45 [a.m.], only because at that point in time I remembered the last question which was not the answer I heard when I woke up and I know I lost it in there. They said, "We knew you'd like that because you like debating skills." So we talked about how much they listened.... I think it would be different than the general public. People getting upset because they can't see what they wanted to watch so therefore, they're going to do something else. The kids were very interested in listening to at least one person from each side [in the hearings] because they were watching their parents and listening, and depending upon the quality of the speaker, those are debating skills. That's what we talked about in here. We were talking about the pros and cons of bringing in good quality speakers, how they were changing. You'd watch senators and the senator would later on ask the question and you could see what they were in total agreement with and maybe they weren't earlier. What was fun today was that they brought it up and I didn't.

As she noted, Atkinson found children's interests compelling. She suggested here that she devoted time to a discussion of the Thomas hearings although that had not been on her agenda. While teaching about problem solving, decision making, and point of view, she would encounter the difficult process of determining the relative balance between her interests in following the district curriculum and the concerns students would raise quite apart from that specified curriculum. With regard to walking the line between coverage goals and addressing students' interests, she said,

> I also think that flexibility is something that's really hard to explain to someone, but you usually have that gut level [reaction] and that means: "Enough. Let's go on from here" or "This is fitting together even better than I had hoped for. Science: You're on the agenda for tomorrow. We just wiped you right out." I try to give the kids an agenda, but they know that I draw arrows and they know I'm going to say, "Excuse me please. I know we're supposed to be in science right now, but I need to rob 15 minutes to half an hour. Do you have a problem with that?" On my democratic days, I say, "This is really working well." On my nondemocratic days, I say, "This is the way it's going to be." They're reading me the same way I'm reading them which is also a people skill. [What accounts for the difference in your democratic and nondemocratic days?] It might be the jell that we do together. I'm not real sure about that. I think we do that relatively well. There are days when my tension level is probably high, therefore I don't have as much discussion on those days. I do try to put a mood cube out there and explain that to them. If I'm having one of those days where I've had a week [in already] before I walked in here in the morning; I feel like I've already been to Friday and it's still 8:00 on Monday morning, I usually have a mood cube that gives them advice. "Give me a couple of minutes before you try to drive me up the wall cause I'm already there."

Leaning toward building a form of democratic community in her classroom had also become important to Atkinson's practice. She tried to create this kind of community to provide the context necessary for learning problem solving and decision making strategies.

At a later point I asked her to explain in detail how she understood democracy and allowed it play in her classroom. This prompted an extended discussion that sheds considerable light on Atkinson's philosophy and goals.

> V: Can you give me an example of what you mean? Take the concept of democracy. I was curious about that one. Your kids seem to have that down quite well.
>
> A: They had that down before social studies; you're right.
>
> V: Is that something you do with them the first thing in the school year?
>
> A: Yeah. We have a democratic classroom from Day 1.
>
> V: You use that word right away?
>
> A: Yeah, I do, but I sometimes use that word flippantly. I don't know that I'm always using it teaching-style wise.
>
> V: [But] you talk about that word right from the beginning?
>
> A: What I've always believed is if I'm going to teach a concept, before I teach that concept, I've got to give a whole lot of different examples. Hopefully, I'm giving examples from Day 1 what a democratic classroom is like by giving them some responsibilities for the way this class runs as well as me, and also as we're going along they understand that there are times when they have prime responsibility for something and times when I have prime responsibility for something, so it's

not always a democracy in this room. The first rule in this room is respect. I don't have many rules in my classroom. Respect is the only rule I've got and everything kind of generates from that. If I'm respecting your point of view, I'm going to give you time to generate that with me and you respect mine. We're not going to interrupt people and we're going to give people time to have their say and they are welcome to their point of view. It may not be my point of view, but you are welcome to yours. Please listen to my point of view to determine how you feel about it. We make a lot of decisions in here together and a lot of decisions that don't work originally are when people don't voice how they really feel. You might end up with a decision based on how your friend voted and then you have to live with a decision that in reality wasn't yours and you don't have any ownership with. It doesn't take them long to figure out it's OK to have a diverse opinion in here. We actually welcome that. So they've got a feeling for how this classroom works long before you get into the kinds of democracy in social studies. Then you can go back and say, "How would you feel if all fifth grade students were required to do such and such and it was mandated..."

V: So the one is an analogy. So, in effect what they're doing is they're learning democracy by analogy?

A: And hopefully some participation.

V: But one of the ways you're doing that is you're teaching a concept by analogies.

A: Right.

V: But then actual participation as well. You actually get them engaged in participating along with you in the democratic government of a classroom?

A: Yes, and it's so very easy to teach that kind of democracy because when they do get upset, a fifth grader automatically has a sense of needing to be a part of decision making. It's hormonal. It doesn't have anything to do with social studies. It's hormonal. Regardless of whether a teacher is teaching democracy, these kinds of things always come up amongst fifth-grade teachers. Someone has taken away their [students] rights in the lunch room program. The principal has mandated something that makes no sense at all.

V: This wouldn't work in second grade?

A: No, not the same way. They don't have that same ownership of...fifth graders are now taking charge of their lives and want some say. When you get a kid who's 10- or 11-years old, they don't want you to tell them what time they're going to bed. You need to involve them in that, letting them know you get absolutely grouchy beyond belief when you don't get eight hours of sleep, so we're doing this for you as well as for me because nobody wants to be around you. It's like you haven't used deodorant. This is the way you are when you don't get sleep. They get a chance to say, "Yes, but does that mean on Saturday when I don't have to see any of my friends and you only have to put up with me, can't I do...." "Yeah, I can give a little bit on that. Let's.... " There's some involvement. Fifth graders want involvement. As soon as you tell a fifth grader what to do, a fifth grader turns off. You involve a fifth grader in the process and they buy into it, "That's an OK rule." But you don't come down on them too tight. I don't even say, "Take your seat," when they're at the drinking fountain because generally what will happen to me is someone will say, "Yeah, but three minutes ago such and such was up at the drinking fountain and you didn't tell them to take their seat." So you have a fairness ethic that's going to take you another 20 minutes to solve.

V: You're making a generalization about fifth graders and I need to ask you about that. Some people argue that, in effect what you're talking about is that negotiating with fifth graders--negotiating the rules and that sort of thing--is essentially an upper-middle class thing and that kids in largely working class schools...you don't negotiate with those kids because those kids tend to need to be told what to do because that's how they've been raised. So what you're talking about generalizes only to a particular social class group and not perhaps to another. How do you react to a statement like that?

A: Angrily!

V: You don't believe that?

A: Not for a minute. I can see my way of teaching much more important in your given situation than it is here [at Greenwood]. Most of these children have received a certain amount of credence for their beliefs with their parents here and need to continue. That's a life skill--to give someone a way to accomplish what they want and need and for you to give respect to what it is you're hearing them say. It would probably be much more important if I were working in a lower income situation. That would be a gift to give them the strategies that I'm talking about here. The only way they're going to change what they've got is through somebody saying to them, "Well, I didn't think about that. Let me think about it for a minute. What is it that you need again? Let me tell you what I'm thinking. Tell me what it is you're thinking." To negotiate something we both could live with would give them some self-worth and self-concept and hopefully something to build upon.

V: You don't think they would take advantage of that and see that as a weakness in you?

A: No.

V: That's part of the argument that sometimes they see that as a weakness in you that you're willing to negotiate instead of just telling them what to do.

A: I truly believe it comes down to a validity thing. If I can prove that I'm hearing them, then I've made an inroad that I can then build upon. If you want to take that one step further, whoever that ambiguous person is [refering to those that argue about rule negotiation with children], I see that as one of the problems with the fact that if I reach an impasse and I don't know what to do and I don't know how to get my point across, that's when I'm going to pull out a knife, that's when I'm going to pull out a gun, that's when I'm going to get so absolutely, positively frustrated with the fact that I have no power, then I'm take some power that's obviously socially unacceptable and will probably screw up the rest of my life. So I see the negotiation strategy kinds of things as an empowerment to all people, but I would see it more as an empowerment to someone who is economically disadvantaged or somebody who's disadvantaged in a more important way than economically. You're talking about someone who's been disadvantaged by the fact that someone tells them what to do. I think to constantly tell a child where their limit is, what to do and then to all of a sudden expect them to be making decisions...is this going to happen as they're sleeping? Is the decision fairy going to come and tap them on the head and say, "All right today you make a good decision."

V: So you think decision making is applicable across the board.

A: I do. I'm saying if I were going to be in a different school situation that I would have to find a way to get the trust first because obviously in the beginning we're going to determine who it is that's going to need the power and I would try to get the power struggle out of it so that I'm not looking weak by negotiation. I think the only way you negotiate is in strength. If I am the role-model-of-strength teacher that I want to be, then the fact that I can give into them by hearing what they've got to say when it's worthy, then I've gotten stronger, in their mind. I don't ever see that as a weakness. I see children believing that if an adult can give away a little power, it's for the right reasons.

Atkinson raises a key issue here. The tension between goals she feels obligated to fulfill (e.g., content coverage) as a professional and her desire to serve student interests in a democratic way become clearly apparent. She talks about a point at which an invisible line is crossed that involves the relationship between teachers' authority and students' will to determine their own direction. The classroom does not always function in a perfectly democratic manner; majority rule sometimes falters and gives way to autocracy. I asked her how she determined where that line was; did it seem intuitively obvious to her?

A: Very honestly I don't know where it is either, until you've crossed it.

V: How does that stuff get worked out? How do you figure out where those lines are and that sort of thing? When do you know it's not a democratic environment anymore and you're going to call the shots and play autocrat?

A: I want them to know that I know that I'm doing it.

V: What's not clear is how you know.

A: Too much discussion, all of a sudden when people are getting way off and people are being silly and people are being whatever and all of a sudden us making a decision doesn't work as well. The other day when it was raining and we had to make a decision about recess, by the time you do it democratically, you've run out of your 15-minute recess, so to start it out they said, "Well can we do this and this and this?" "No, this is not democratic. I'm going to give you these two choices. The choices are do you want to do something together, or do you not want to do something together? Do you want to do an individual game, a group game...?" Once we vote on that we can determine what to do. "We're going to give you some boundaries. Otherwise we won't have enough time."

V: So it's a default to efficiency.

A: Yes it is. I cannot efficiently teach democratically all of the time. It's asinine to consider that you could do that. I don't believe a democratic situation in a

> classroom is the best way to teach all the time. If I walked into an inner-city classroom, I don't start out where I am right now. I start out autocratic and then I give little bits and pieces and if I were a new teacher, you start out autocratic and that's against everything I believe, but I believe that the democracy process has no meaning. It has to be built. I've got building blocks and when I see that they're taking advantage of it, I go back and do what I need to do.
>
> V: There's another thing: "taking advantage of." That's more than just efficiency. It has to do with a certain set of warrants about appropriateness that you carry around in your head. They're not written down somewhere, but when you see kids talking among themselves, when some point is trying to be made perhaps by another kid, you autocratically order things to come to a stop.
>
> A: Right. Usually with a sense of humor, but I do that. It's real important that I don't put the kid down or say something really negative without a little sarcasm, a little sense of humor so that that person doesn't lose his or her value the first time. Do it [taking advantage of] to me three times and I'm probably going to go for your jugular [she says this jokingly].

Atkinson's philosophy values an appreciation of democratic processes. One might say that it represents the body over which the tapestry she has woven fits. Her attempt to build it into her classroom includes a reliance on discussion, argumentation, problem solving, and decision making as pedagogical strategies and goals in themselves. Knowledge, be it from the subject matter of social studies or language arts, served as the substance over which discussion and argumentation occurred. But sustaining these practices (and goals) forced her to "tapdance," as she put it, between fostering a democratic process and resorting to autocratic requests when students "took advantage of" the more open process.

One had a sense that knowledge claims were often "up in the air" for Atkinson. They were purposely suspended (only temporarily) in order that she might teach about them within a framework of problem-solving and decision-making practices. She spoke about the need to understand and appreciate differing interpretations of issues, an understanding and appreciation she wished to instill in her students. Once varying interpretations were understood, students, from a more circumspect vantage point, could assess their claims to validity.

> I think you need to tell children, and I know it's not in this [text]book, history was interpreted in what we are doing right now--if you're talking about colonization and you're talking before that--history was interpreted by white land-owning, what we call upper-middle class men. So then you pose that question to them, "How do you know we got the straight story?" The kids say, "You probably didn't." I say, "You're probably right because history's not dead." All of a sudden you find a diary someplace. You find something else somewhere,

> and then it starts getting interesting. In *Read* magazine we found Admiral Byrd--the *Read* magazine has a lot of debating kinds of things that I do with them in reading group. We were talking about who really did get to the pole. There's a good strong assumption that Byrd didn't make it and that his black counterpart did, who did not receive the credit but earned the credit and that's why a lot of people are talking to Congress, et cetera. "Please get this man recognized for what he did." He was dragging Byrd a long way and you have people who, through diaries, et cetera., invalidate parts of history that we've always accepted, and you realize that there were some issues or parts or views that never got stated because nobody had a place to act as a sounding board because no one was asking them questions. So I think we're rewriting history all the time.

Rewriting history could be understood as a metaphor for her sense of all knowledge. She insisted that her approach to teaching, regardless of subject matter, focused on questioning and problem solving. Facts did exist, but they were to be used to build a base of information that could, in turn, be questioned.

C. Social Studies Goals

Atkinson thought of social studies as "the social in social studies... [it's] the special interaction that we bring together with the subject. I don't think I would want to teach history and geography without the social and the social is how it's worked for people, how people interact with the geography. If you're giving me an area, then man's had to adapt. That adaptation is part of what works in the social interactions. I think that's the charm, the excitement." For her, social studies was more than history and the social science disciplines. She believed it involved learning about our past, to know where we had come from in order to turn our attention to the future. United States history, for example, was one way to talk about the past, to make sense of our triumphs and "screw ups," as she put it. Geography was another. Social studies brought these and other disciplines together in a collective story about human social interaction.

Atkinson's goals seemed quite expansive. During conversations, she spoke of them repeatedly and in many different forms, but they were characterized by a relatively consistent thread that emerged from her philosophy. The goals can be summarized as (a) generating student interest in social studies (and other subjects) by tying it to her fifth-graders' personal lives, (b) fostering inquiry into the sources of knowledge claims and why these claims exist as they do, (c) providing humanistic and affective insight into the human condition, and (d) developing questioning, decision-making, and problem-solving dispositions. These goals became themes for Atkinson. Much of what she said in response to a variety of questions turned on these goals. About building interest and fostering inquiry, she said,

> You've got an internal value that always goes into social studies--they already have attitudes about things. They just don't know why. So you have to teach them how to examine. When they come in with a subject--Revolutionary War, Civil War--they already have an attitude about "This was right. This was wrong. This was how this should have been." I think I'm doing the opposite. I think I'm opening it up as opposed to having them end up with a lot of attitudes. I'm trying to have them examine more than the attitude they've already brought into it.

On the theme of learning to question points of view:

> We're constantly looking at both sides of issues. They found it real hard when we were talking about hostages [in the Gulf War] that people would take credit for it. You had to stop and think that someone had an agenda over there that they had to believe. Last year when we were doing the war, it was real easy for them to see, "We oughta go right over there and bomb the devil out of these people and this is what we're going to do." Then you play devil's advocate. "Who are you planning to bomb? The mom types? dad types? Kid types?" "No, soldiers," the kids say. "Who are soldiers?" "Maybe dads?" "Yeah. Why do you think those people are fighting? Do they have anything worthwhile?" "Well, they must think they're right too." I think they start looking at both sides a little better.

Then she added,

> You [referring to her students] have to stop and think about why you believe what you do, what your rationale is, and once you have a rationale, it's a lot easier to defend it and act upon it. If you ask children in here to defend something that they now feel some ownership of, then they're much more able to tell you why they believe what they believe than they would be had we not taken that time for that discussion. I think you'd see kids more paralyzed by you asking a direct question if they weren't able to cough up the memory. They don't need to cough it up in here. They need to just think about what you're asking them and the reasons they have for stating it.

With reference to critical thinking skills necessary for decision making, she noted,

> You question them a lot. "Was this a good idea?" "Why?" "What would you have done in this circumstance? Put yourself in." So they're having to think. You watch them and they even change opinions during their sentence because they are thinking critically about what they've just said and it's not exactly what they meant at all. They have to revamp and come out with a different approach based on what they've heard, what they've read, and gut-level what they feel. I think, again, by validating comments, you've given them the ability to start to be free enough to start being critical. It's hard to teach kids to be good critical thinkers because they read adults real well and they're trying to figure out exactly what it is that you want them to say. They've been trained so well by previous teachers and also by parents. To be a good child, you do things in certain ways and so some of the time the more fun kids to do this with are the ones who are completely uninhibited. If you can find a way to bring that out as a plus then you've got your

> other students going, "Well, nobody's ever really listened to this particular person before but they do have something to say. I hadn't thought about that before. It's a different point of view." I think your teaching style is what allows kids to think that thinking critically is kind of a cool thing to do. "Why is this going to work?" "Why isn't this working?" "I don't agree with your opinion, Mrs. Atkinson, and the reason I don't is I think you were making this oversimplified. I think that such and such really wanted to win that war differently than you portrayed it. I think they didn't feel they had an option and you're saying maybe they did have an option because they could stay with anyone. But I don't think so. I think people were frustrated. They'd come this far, they'd given up things they had." I would say, "Wait a minute. Let's talk about some of these people who came over. The indentured servant types ... were they really going to have a better life over here?" Again, you play the devil's advocate to bring out some more.

And, about teaching decision making based on their knowledge:

> That comes down to validating their decisions which they're constantly making. Also when you're doing things like debating, they're making decisions as to what information they need to include to get you to believe what they're trying to say. They're deciding constantly whether or not they're buying in. They're deciding later on...I hope you will see this, they'll be making decisions as to what they teach [a future lesson Atkinson has planned]. When this gimmick has run its course, another gimmick will be to come up with ways to get information in a little more efficient manner. That usually comes to "Well, we'll be in charge of pages 50 to 60. How am I going to decide what's important for this class to know?" I may suggest that they come up with the test questions as well as deciding what to teach. I think decisions are made by them. They're built into my original teaching. In the end, I think I try to relinquish a lot to them and they find making the decisions very difficult. They are going to have to decide what to teach and what questions to ask. I think decisions are part of my room, the whole scheme of how we're going to do it.

In order to elicit a succinct summary of her social studies goals, I asked Atkinson to imagine what her students would say about what they had learned in social studies if they were questioned at the end of the school year. Atkinson suggested that her students would say four things: (a) they learned to appreciate their American heritage, (b) they learned to raise questions and be inquirers, (c) they developed the ability to take on different viewpoints, and (d) they were able to support those viewpoints with thoughtful rationales.

D. Goals For The American Revolution Unit

Atkinson augmented her goals for teaching social studies in general, with several more which she believed were appropriate to the unit on the American Revolution. These specific unit goals included (a) developing a basic knowledge of the standard interpretations of the revolutionary period (from the textbook and other materials), (b) appreciating the historical significance of the revolutionary era, (c) understanding the importance of the birth of democracy, and (d) connecting the rights supplied by the *Constitution* with their accompanying civic responsibilities.

Atkinson framed three key ideas she used to organize the content of the revolutionary period itself. These key ideas were written on the chalkboard the day the unit began in the following order: (a) how the colonies grew apart and the differences they had with Britain, (b) what events led to the writing of the *Declaration of Independence*, and (c) the actual war. She also added the role of women and blacks in this period as they related to the three key ideas. All of this was to be followed with a consideration of the *Constitution*, the branches of government it established, and issues surrounding the debate over the *Bill of Rights*. Teaching devices and methods for the unit were to include use of the textbook, a number of filmstrips and accompanying worksheets, discussion of the issues involved and points of view represented, a possible role-playing exercise (a debate), and a concluding videotape describing the struggle over ratifying the *Constitution*.

Atkinson anticipated considerable teacher-student, student-student discourse during the unit. This discourse was to revolve around a number of open-ended questions that dealt with the issues raised by this turbulent period in U.S. history. One issue that troubled her involved the way in which point of view was typically represented by the textbook. This concern gave way to a generalized criticism of Eurocentric presentations of U.S. history and a reassertion of the importance of understanding opposing positions. She described it this way:

> History is presented pretty much from the colonial point of view. During the time of Columbus...we've done the American Indians such a disservice. We could say when Columbus came, it was the beginning of the end. It was a disaster. If you were a Native American, you saw that as nothing you would like to study. You find it demeaning of you. You became a nonentity and you were driven from your land and knowing your religious reaction to land, this was above and beyond anything that people of European descent could even relate to. So now when you're here, you have to say there were two sides. You have to look at the colonists, decision-wise, what they did that was right and what they did was wrong. You also always have to look at the British side. I always learned we were right; they were wrong. But there are two sides to every story. That was a goal.

In this unit, Atkinson intended to attack the singular viewpoint frequently evident in the textbook and filmstrips, not always directly, but often through the process of asking her students to question the sources of their understanding. Reasoning, challenging assumptions, and critically analyzing claims were to undergird learning about the American Revolution and Constitutional period. She argued,

> I think we do pose oral questions a lot in here. They'll pose them if I don't pose them. I think the decision making comes by the kinds of questions that I ask them. Let's go back to the pros and the cons of the *Articles of Confederation*. They were looking at both sides of it and instead of saying, "Well, that was around for six years and it didn't work," they'll say, "I've got to remember, first came the *Articles of Confederation*, then the *Constitution*." I'd like to think that I've laid groundwork so that the next year and the next year, they're not going to look at things as just black and white....We learned from the good but we also learned from the bad what we needed. The critical thinking and decision making are going to make it meaningful and you've got a chance that they're going to remember as opposed to regurgitate facts you learn for the test and then they're gone tomorrow.

Here again, desired pedagogy converges on skills, dispositions, and strategies for analyzing, questioning, and problem solving. If Atkinson was to have her way, historical knowledge, derived from the textbook, filmstrips, and her own discourse, would serve as the basis for a number of discussions.

But this approach would not be without its difficulties. Atkinson would need, by her own admission, to balance coverage with in-depth analysis and argumentation. At one point, she complained about the coverage issue: teaching explorers through the Carter years, she lamented, proved to be completely impossible. Her response:

> What you can do is to zip through it and feel completely incomplete about what you've done, but if you admit to them that you're zipping through a lot of parts and find some spots that you'd love them to concentrate on ... but you hope that they're going to pick up something and read it and enjoy it later on and say, "Wow, we did this back in fifth grade. I remember a little bit about this and I want to know more," then you've done your job. Some parts of social studies, I teach well. Some parts I don't teach well and I zip. That's not fun.

She probed the colonial period, the American Revolution, and the Civil War in depth, and "zipped through" the rest (or failed to reach it, as in the case of latter 20th-century U.S. history). In the classroom, the tension between "digging deeply" and "zipping" was to manifest itself in a constant and visible race against the clock. This problem was often compounded by the fact that she believed her students to lack significant knowledge of U.S. history; after all, most of them had not yet studied it in any systematic way. She found herself needing to lay out and often review a series of historical knowledge claims replete with actors, details, and specific events before her students understood the issues well enough to question or discuss them. Critical analysis and discussion were typically preceded by presentation and sometimes effectively shortened by it.

The tension was to be further compounded by an illness which caused her to miss a number of school days during the middle of the unit. When she returned from her absence, the race against the clock became that much more noticeable. The lessons especially after her return appear marked more by presentation than analysis and discussion. This makes her case and a number of her claims about trying to build a participatory classroom environment characterized by student discussion and problem solving problematic and difficult to assess.[3]

In the next section, I present an extended narrative chronology of classroom activities from the first to the last day of the unit. I attempt to minimize the interpretive commentary in this section so as protect the flow of events from lesson to lesson. I follow this with an analysis of student work (tests, quizzes, assignments, etc.), interview data gleaned from six students (Appendices C and D), and data obtained from K-W-L forms (Appendix B) that most class members completed.

E. Teaching The Unit

Teaching the American Revolution: Day #1 (Monday 25 November 1991)

Today marks the beginning of study about the American Revolution. To say "beginning" misleads a bit. Atkinson has been preparing her students to study this period in U.S. history for some time. She has made allusions to the growing tension between the colonists and their British rulers throughout the study of colonial expansion. The allusions have served to foreshadow coming events, events that would produce "the shot heard `round the world."

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[3] However, examples of her "participatory spirit" could be observed, but often they occurred around the periphery of the lessons rather than in the lessons themselves. They dealt, for example, with decisions about how the school day would proceed (within parameters set by Atkinson) and about strategies for solving problems in a democratic way on the playground or in disputes with parents.

Today she begins the lesson by telling students to get out their social studies textbooks (*The United States Yesterday and Today*, published by Silver Burdett and Ginn--Helmus, Toppin, Pounds, & Arnsdorfer, 1988) but not to open them. She says that she has wondered over the weekend why she enjoys the topic of the American Revolution so much. She concludes that her enjoyment turns on the whole idea of "misrepresentation." She immediately asks her 26 students rhetorically what they think of when she says "Boston Tea Party," or perhaps better yet, "the French and Indian War." She queries, "Who was fighting?" Several students respond in unison, "The French and the Indians!" Her eyes sparkle and the corner of her mouth turns up wryly as she feigns success in conveying how the title of this war curiously misrepresents the combatants.

She shifts quickly to the word "massacre." "What does this mean," she asks, "What comes to your mind when I say massacre?" Aimee calls out, "Like a riot or something...." Allen follows this with, "Oh, lots of killing, blood...!" Atkinson, again with the sparkling eye and a sarcastic edge to her voice, claims that she has trouble imagining why anyone would call it a Boston Tea Party or a French and Indian War or a Boston Massacre. She then compliments the textbook for beginning the chapter students will be reading for telling a story (about the Boston Tea Party) and then returning to explain the "whys and what fors." She says that this is a common practice in literature, one she thinks is valuable and one students have encountered in the novels Atkinson reads them in the time prior to social studies.

Before proceeding, Atkinson circles back to review how early colonial life, while both rugged and dangerous, could be characterized by relative peacefulness between British control from afar and colonial self-rule. Only recently in their study of the colonies had tensions stirred and open debate and challenge arisen. Having foreshadowed the textbook account of the Boston Tea Party with "trouble brewing," Atkinson asks Elena to read from the book (p. 142) which she promptly does. The account begins with a section on the Boston Tea Party. Atkinson stops Elena at the end of the section. She then comments about how the words "tea party" seem quite misleading.

She wants to know why misleading terms were necessary: who intends to misrepresent events, and for what purpose? Clearly, she admits, something is wrong. "Our goal today," she declares, "is to figure what went wrong and why."

She then introduces an upcoming reenactment of a debate between people on different sides of the issue. Students show excitement and ask her when the debate will be held. They announce the "side" they wish to be on. It appears almost, if not, unanimous: They want to be Americans. But Atkinson cautions that students will not know which side they will be chosen to represent until the day of the debate. As a consequence, she points out with that sparkle in her eye that students will need to study "both sides." A muffled groan ensues. Atkinson responds by stating that she thinks she could be on either side because, to believe that one side is completely right probably involves a mistake in judgment. She indicates that mistakes in judgment emerge when people are upset and believe irrationally that their way is the only way. She insists that they, her students, not fall victim to these errors. Hence, students should be able to debate on "both sides of the issue."

Returning to her goal of discovering "where and why things went wrong," Atkinson reintroduces the French and Indian War. She suggests that wars, including this one, solve some problems but always create a host of others. She tells her charges that "We call this a generalization." She asks rhetorically, "What are the problems this war may have corrected and then gone on to create?" She instructs students to read to themselves the section in the textbook on the French and Indian War (pp. 142-143). She says, "Look up at me when you're done so I know when you're finished. I want to ask you a bunch of questions about what you've read." Students read silently for three minutes.

Atkinson breaks the silence with "So who's fighting?" Katrina at Table 1 says, "The French and the Indians."

Jeremy: The colonists were also involved.

Atkinson: Well, what happened if you won?

Adrienne: You win the land.

Another student [calling out]: It brought peace to the colonies.

A third student: It made it so France was pushed out of North America.

Atkinson concludes that the British ended up with control over much of North America, but she still wants to know more about the French. Jeremy claims that they were pushed back into what is now part of Canada. There they stayed.

Atkinson quickly moves to assert that wars are expensive. "They cost big money! We know this from the Persian Gulf War," she states. She argues that the students are going to find out that Parliament..."no, stop," she interrupts. "What is Parliament? Let's get this concept down. Why is it a proper noun [students have been studying parts of speech in the "Newspaper Unit"]?" A student at Table 4 says that Parliament is a body that make rules and laws. Atkinson reiterates the student's definition and asks, "Where is it?" A student says something about Russia while another student interrupts with "in London." Atkinson, ready to take advantage of ways to integrate subject matter, constructs a sentence in which Parliament is not capitalized as in "parliamentary practice." She explains how parliament can also refer to a form of democratic practice where representatives of the people meet "to make laws."

Returning again to the French and Indian War, Atkinson asks, "Where was it fought? Students respond in unison, "In North America." She fires back, "Who's going to pay for it?" Students: "The English; the colonies." Atkinson warns of misunderstanding erupting over the payment issue. "Anytime there's controversy, people will come to see only one side; wait and see," she predicts. Two boys take turns reading out loud from the textbook (p. 143).

Near the end of the section, the word "fairness" appears in the text. Atkinson stops the oral reading and begins a brief monologue about what she calls the "fairness ethic." The concept or image of fairness as it plays out in the polemics about who should pay for the war and how prompts an analogy. Atkinson raises a rhetorical question about how students would react if suddenly someone made the lunchroom rules much more strict without consulting them. She thinks students would complain and balk. This, she claims, was precisely the problem following the French and Indian War: The colonists were suddenly asked to pay taxes to finance British war debt, taxes they believed were exorbitant and unfair. She asks Latrice to continue reading orally. She reads about how some angry colonists tarred and feathered British tax collectors.

Not satisfied with one analogy, Atkinson adds another. She wonders out loud what would happen if the rules for Room 6 (Atkinson's room) were suddenly changed so that discussions and collective decisions about classroom activities and rules ceased. A number of students cry foul. Atkinson says, "Wouldn't I be a 'meany' if I did that?" Again, students claim this would be unfair and they wish to retain voting rights with respect to classroom affairs. The room buzzes with student comments about the matter.

A: [voice raised] But wait, wait, what are these colonists being asked to do?

Zeb: Make decisions....

Gary: Pay taxes to the government.

A: But why did the government need money?

She tells them to quickly "skim and scan" pages 143-144 for a likely answer. Within seconds, several students reply almost simultaneously that the British needed to pay the French and Indian war debt. Atkinson nods, then turns to James and asks him, if he were English, how he would probably feel about war payments and the colonists' role. James thinks that he would want the colonists to help foot the bill because they benefitted from the English victory the most. Atkinson congratulates James for his "logical" response. She, however, still wants to know why the colonists remained so angry. Again, she tells students to skim and scan.

Seconds later, 10 hands slice the air. Atkinson calls on Alisha who states that the colonists had no vote or opportunity to discuss the tax issue in Parliament before laws were changed. This response sparks a momentary return to the classroom-rules analogy. Atkinson then says that if she were English, she would have wanted to give the colonial resistance a hearing like she does in class when students raise concerns. "Did they...? That's the big question," she concludes. This prompts two more analogies, one that comes in question form, the other in expression of frustration: First, Should parents pay attention to their children's opinions and wishes? Second, how utterly frustrated she has been at school committee meetings when she is deprived of opportunities to raise questions and discuss options.

She glances at the clock. With 15 minutes to the end of class, she calls attention back to the textbook. She asks them to read three paragraphs dealing with the Boston Massacre and the Daughters of Liberty. She asks, "We've been predicting trouble, but was the Boston Massacre really a `massacre'?" Students read quietly for about two minutes before Atkinson breaks the silence by noting how unpopular British troops had become. She says she has a different account of the Massacre from another book she wants to narrate to them that recreates the scene more vividly. She explains how the colonists' snowballs were a form of mockery, how she can feel for the soldiers, in a way not unlike her own experience of having things thrown at her face in a carnival in which she once participated.

> A: Stop and put yourself in the position of these soldiers! How were they to protect themselves against the iceballs and hardballs being thrown. How angry do you feel when someone hits you on the playground with an iceball? Think about it! These soldiers were taunted and teased. How did the soldiers interpret what was happening to them? Was it a "misinterpretation"? What happens when misinterpretations are present? Shots were fired in the air, but people continued to pelt the soldiers, and mob-style pushing and shoving began. Is the word `massacre' a misrepresentation? Headlines in the paper read "MASSACRE," but only five died [cautioning that any number of deaths would have been bad]. This is sensationalism--we talked about this in our Newspaper Unit, and you know we considered this practice invalid. Sensationalism in the press occurred back then too. It contributed to all the trouble.

Time has run out. Atkinson reviews homework assignments for the next day while safety patrol members depart for their safety posts. Before the final bell at 3:20, the remaining class members vote on who will write questions for the "quiz bowl" session they will have in a week. Students decide to let Atkinson create the questions this time. The bell rings as students head for the door. Several linger to pack book bags, talk to classmates, and ask Atkinson questions about homework and other matters.

Day #2 (Tuesday 26 November 1991)

Atkinson shuts the lights off. Students need a pencil only. A filmstrip projector and tape player, celluloid equipped, stands ready at the center of the room. Today's lesson entails an excursion into life on the eve of the revolution via the filmstrip and recording ("Becoming

Americans" *Becoming a Nation*; 1976/1978, see Appendix E for references to class materials). Atkinson tells her students that the purpose of this lesson involves two matters: (a) encountering more background information for understanding the imminent conflict, and (b) an exercise in the skill of note taking. She circles the room handing out a question guide that accompanies this audiovisual material (Appendix F). She tells them that they will need to watch carefully in order to answer the questions on the question guide.

Before turning on the machine, she asks several rhetorical questions connected to yesterday's lesson: What do you think life was like in the colonies before the revolutionary war? and How do you think the colonists felt about Parliament? To the first question, Atkinson relates her memories of the Liberty Bell in Philadelphia and how it evoked images of colonial life, the clothing, the attitudes, the talk of the people grumbling about the latest tax policies. To the second question, she adds a third: What about these "Parliament types," any women members? "No," she immediately retorts.

Students read the questions briefly at her request. She points out how questions 5 and 7 deal with the taxation issue. James asks for clarification about question 5 which asks about the Stamp Act. He wants to know what the "stamps" were about and why they were disliked by the colonists. She replies by analogy. She asks the students what would happen if the principal marched in this minute and declared, "This is how it's going to be!" How would the class feel? This question elicits an almost unanimous groan. "Yeah, you wouldn't like not having input," she retorts, "just like the colonists." Adrienne wonders if this question guide is a test. Atkinson says it is not, but that a quiz on the filmstrip should be anticipated in several days. The quiz and note-taking exercise will help prepare them for middle school and the kinds of testing practices they will encounter there, Atkinson adds.

Atkinson throws the switch on the projector lighting up the screen which descends from the ceiling at the front of the room. Without prompting, three students get up quietly and close the miniblinds across the wall of windows facing west. The music begins and is interspersed with the telltale beeping noise indicating the appropriate moment to advance the frames. Atkinson indicates that things will look much more primitive that they look today--the buildings and the roads especially. She tells that if they need to stop to ask a question, hands must be raised. The title of the filmstrip appears: "Becoming Americans." The narrator indicates that the purposes of the filmstrip are threefold: (a) to contrast English and American culture, (b) to demonstrate American self-reliance, and (c) account for the causes of American anger at Great Britain.

Alisha, who suffers from cerebral palsy, worries out loud about taking notes and being able to keep up with the filmstrip narration. Atkinson tells her not to worry that they will meet later and work on the question guide. The voice of the narrator and the regular beeping of the frame-change indicator punctuate the otherwise still room. Students listen attentively, marking with pencils intermittently on their question guides.

The narrator of the filmstrip story emerges as an animated character, a colonist with ties to the Sons of Liberty. He complains that the English Parliament has recently passed tax laws that colonists find objectionable. He points out that these laws were enacted without colonial consent and participation in the law-making process. He traces the roots of the new policies to the French and Indian War and subsequent British debt and the unfairness of their desire to finance the war on colonial prosperity. He suggests that for years Parliament paid virtually no attention to the colonists, but now that war debt threatens English livelihood, Parliament has developed a sudden interest in the colonies. The character acknowledges that the colonists still need British help with defense of western settlements against "Indian attacks," but the price tag remains too steep. Many colonists have organized into resistance groups, but the spread of information about these groups continues to be hampered by slow and inadequate methods of communication.

Rebel groups have caused the repeal of the Stamp Act, but this alone is not enough, he points out. The character briefly laments the "good times" before Parliamentary intervention, troop quartering, and incidences such as the Boston Massacre and the burning of the "Peggy Sue." He explains how Parliament's recent passage of the "Intolerable Acts" has angered colonists from north to south. The colonists intend to fight back to obtain better treatment from Parliament. In fact, he concludes, he must leave to attend a meeting of the Sons of Liberty to discuss the nomination of delegates to the Continental Congress.

Here the filmstrip and tape ends. Atkinson rewinds the tape to frame 2 which depicts a street in Boston in the early 1770s. She tells students to look at question 1 on the guide. It asks about what colonial cities looked like on the eve of the war.

A: Look at the sidewalk.

Jeb: It's made of wood and the streets are muddy, unpaved, and generally yucky.

Several hands slice the air.

A: What else do you see? Jean?

Jean [giving a list of attributes]: No curbs, no tall buildings, horse-drawn carriages, the ships in the port, chickens running about free, no street lights.

Robert: I've seen similar pictures of houses and streets on a television program.

Atkinson adds to their production by describing samples of restored 18th-century homes she has visited. She climbed narrow spiral staircases to beds in the rafters where it was impossible to stand erect. Space was purchased at a premium in colonial times. Students comment in amazement that, even as short as Atkinson is (about five feet tall), she could not stand straight in 18th-century sleeping quarters.

Atkinson takes a moment to review. "What have we got?" she asks, "Dirt roads, animals running loose, wooden sidewalks above street level...." James interrupts to declare that the streets were filled with manure. Atkinson smiles broadly and, with a omniscient air, asks students to imagine crossing the streets. Hands chop at the air. Atkinson points to a girl at Table 4. She claims the houses were built so close together. Atkinson turns to the next frame of the filmstrip which illustrates the student's comment. The class continues to note characteristics: horses and buggies, no street lights, occasional uses of brick to create short stretches of pavement, buckboard wagons. She compliments her students on their skill of observation while Janine casually notes that a buckboard wagon looks like an "old-fashioned RV" (or recreational vehicle).

Atkinson, mindful that she has only 10 minutes remaining, pushes students to consider question #2 on the guide: How did members of Parliament dress? She notes that, despite the presence of long-haired wigs, no women presided at Parliament. A flurry of hands vie for attention. Students argue amongst themselves about the nature of the wigs, whether they were real hair or not, why they were grayish, and so on. With just minutes left to dismissal, the class collectively decides that the robes and white-powdered wigs of Parliamentary figures appear comical. However, viewed from the perspective of then present customs, the attire was considered most appropriate. Atkinson points out that current custom requires the wearing of the wig in British courts.

Before shutting off the projector, Atkinson turns it back to the first frame where the class has been introduced to the colonial patriot-narrator. She wonders out loud how deeply this individual "has plotted against the crown." "He's a citizen of England...do you have any idea what would happen to you if you were caught plotting against the U.S. government?" she asks forebodingly. Having implanted possible implications by the sound of her voice, she notes that time has run out. She instructs students to place the question guide in their notebooks and to plan on finishing it tomorrow. She reminds them that they have no new homework assignment tonight but that they should be working diligently on their newspaper project which is due the next day. Class dismissed.

Day #3 (Wednesday 27 November 1991)

At one minute past one o'clock, Atkinson tell hers students to get out their social studies textbooks but to keep them closed. Today is different in two respects. First, during the usual time devoted to social studies (2:10-3:15), students will engage in projects designed by the art teacher who will bring her cart of art supplies into the room at about 2:00. Consequently, social studies has been bumped up an hour. Second, today is the day prior to Thanksgiving. Atkinson begins the social studies lesson by comparing the impending celebration with the early celebrations in the colonies.

Atkinson informs her students that she has learned some new things about Thanksgiving. She has been reading about it in the *Encyclopedia Britannica* while they were at lunch. She then refers to a section in their textbook (p. 140) that they skipped over earlier in the year. She tells them she has jotted down several questions about Thanksgiving she wants them to answer after they read this section in their texts. "After this, she says, "we'll brainstorm yesterday's assignment.

Reading from the encyclopedia, Atkinson provides a traditional description of Thanksgiving, noting that it involved food, good company, serious spiritual thinking for many religious groups, and often church services. She indicates that, for the Jamestown colonists, there was no feast, only a religious observance for giving thanks which was required by their colonial charter. Turning on the overhead projector, she instructs students to read the section in their textbook (p. 140) and answer the following questions that now appear on the screen: (a) When was the first colonial Thanksgiving and what did it celebrate? (b) How long did it last? (c) What president declared the first National Thanksgiving Day in 1789? and (d) Name the person who was influenced by the writer of "Mary Had a Little Lamb" to declare the last Thursday of November as the day of Thanksgiving and praise. Students have one minute to read and mentally answer the questions.

"What did you find from your skimming and scanning," interrupts Atkinson after a minute or so. "I've already been kind enough," she interjects, "to give you information on the first question." She reads the first question listed on the screen and asks Kristine at Table 3 to respond. Kristine indicates that the first celebration at the James River colony involved religion. Atkinson wants the class to expand on what Kristine has said. She asks the class to explain what the colonists were giving thanks for. Darron adds that the colonists gave thanks for a safe arrival. Atkinson nods, and reads the second question: How long did the celebration last?.

A student calls out, "Three days!" This evokes an anecdote from Atkinson. Explaining that she usually celebrates for three days as well, she says she often eats too much and wonders if she has pilgrim blood. Carlos exclaims that a three-day feast was great for the colonists because they had been so hungry. Atkinson quickly notes a similarity between characters in the *Call of the Wild* (she has been reading the book to them prior to social studies), hunger, and the colonial plight. Pressing on, she reads the third question concerning the presidential declaration of a national holiday. Many hands flail in the air. Impatient, several students call out that it was George Washington who first decided upon a national holiday. Atkinson nods, then asks them if she had lived in New Jersey and they had lived in Pennsylvania in those days, would they have celebrated at the same time. Adrienne says, "Yes," immediately. Atkinson, with raised eyebrows and a slight smirk on her lips, tells them they should read again. She informs them that Washington had allowed the states the right to choose when to celebrate Thanksgiving so that the dates were likely to vary. Robert, who had been consulting the textbook, asks to read. He indicates that Lincoln had declared the last Thursday in November as the official day of celebration. Atkinson, with a broad smile, congratulates him on giving the answer to the fourth question, noting briefly that the date will change in relationship to calendar fluctuations. Twenty minutes has elapsed.

The conclusion to this question-answer session ends with a six-minute discussion concerning how different people give thanks for different things during this holiday observance. Kristine refers back to the Pilgrims, how they prayed giving repeated thanks for safe arrival and for the King's sick family member. This prompts two more anecdotes from Atkinson. The first involved her son, a car accident he had been in, and how thankful she was he had emerged safely. The second takes up the child of a fellow teacher who had contracted Reyes Syndrome but survived, producing a great avalanche of thanks from family and loved ones. Atkinson tells her students that she believes giving thanks has taken on a rather "uncool" characteristic these days. She thinks that should change.

Next, she tells students to close their books and take out their "note-taking sheet" from yesterday. She discusses the purpose of note taking, how it can be used as a skill to collect important information quickly, and that many people take too many notes. While in mid-sentence, the hallway door opens and a mother holding her newborn child of three weeks enters.

Atkinson coos loudly. "Now this," she declares, "is something to give thanks for!" Students eyes widen while the mother passes the child to Atkinson. As Atkinson cuddles the baby, the mother announces the child's vital statistics. Atkinson informs the mother and her class that holding this child will help make her a "kinder, gentler teacher." Students get up from their desks to get a closer look at the child. Eventually, most of the students are up moving about the room. The mother (last year's school art teacher) departs as Atkinson instructs students to sit down, that she is running out of time.

Back once more to the note-taking task, Atkinson explains to Alisha, that she is to take notes along with the class. The girl asks for help, but Atkinson comforts her with assurances that they will go slowly. The class begins with number three (they had finished number two the day prior; from the worksheet "How Observant Are You?"). Atkinson reads the question, "From what nation did England win a huge amount of land west of the colonies?" Students burst into laughter because of her excess emphasis on the word huge. She replaces it with "a big hunk, then." Students continue to laugh. Atkinson, smiling, announces that the answer to the question is France. About to add more, Atkinson suddenly stops, stares at James, then forcefully tells him to put away a "slinky-type" contraption he fiddles with at his desk. She wants him to take it home today!

The class moves on to question number four: "How did the settlers moving west protect themselves from Indian attacks?" Perhaps to redeem himself, James promptly offers that the colonists frequently built walls like a stockade. Atkinson affirms his answer and adds that trees were used for this purpose. A student near the front of the class interjects the concept of log forts.

A: How high were the walls?

Zeb: People could still climb over them.

A: So how did they deal with this; what system of checks and balances did they use?

Zeb: They put people on other people's shoulders at the corners of the forts to act as scouts.

Two additional hands are up awaiting attention. Atkinson calls on Eduard.

Eduard [without elaborating]: They could do the same thing the Romans had done.

Atkinson quickly moves to question number five which asks about what items were taxed under the Stamp Act. She asks Alisha to answer from the notes she has taken from watching the filmstrip yesterday. Alisha stares back at her. Atkinson tells her to think about the original Stamp Act she has read about in the textbook.

Alisha: Anything printed on paper.

A: [smiling broadly] Think of the things we use with paper; imagine it! There were taxes on wills, newspapers, playing cards, anything printed on paper! [pausing] Here we go to number six! The English soldiers wore something they were very proud of...?"

Adrienne [before Atkinson finishes her sentence]: Redcoats!

A: So why were these "redcoats" a plus for the colonists?

James: Well, they were bright red.

A: Yes, they really stood out, didn't they?

Allen: Those coats were funny looking. The colonists laughed at the soldiers.

Robert: The coats and the style of combat used by the British made the redcoats easy targets.

A: Were the uniforms at all related to where one is fighting?

Kent: Camouflaging is popular right now.

Atkinson adds a brief anecdote about the pictures she and probably students have seen of the Persian gulf soldiers dressed in their desert gear. Adrienne adds that a relative of hers was in the gulf and was nearly hit by a SCUD missile.

Again glancing at what little time remains for her lesson and talking more rapidly than ever, Atkinson reads question 7. The question asks about ways in which colonists protested the Tea Act. She answers her own question with "they burned ships in colonial harbors, and they boycotted." "What does that mean `boycotted'?" she inquires. Several students respond almost in unison that it means not to buy any goods, like tea. Atkinson nods in affirmation and adds that the colonists also protested by throwing tea into the Boston harbor. A last look at the clock and she informs the class that she must stop, she has recess duty. She heads for the door followed by a cadre of her students.

Day #4 (Monday 2 December 1991)

Atkinson is home today. She has called the office to report that she has contracted walking pneumonia. A substitute has taken her place. Atkinson has sent in lesson plans for the substitute to follow.

The substitute begins social studies by asking students to find the sheet entitled "How Observant Are You?" (Appendix F) which had been the source of questions on the filmstrip since the second day. The substitute notes that they must begin with question 8: What did the inside of a wealthy American's house look like? She asks Lacy to answer number 8. Lacy announces that the house was filled with things such as china, furniture, rugs, and silverware. The substitute moves on to number nine: How did a successful merchant dress? Aimee responds with powdered wigs. Hurriedly, the substitute reiterates question 10 (which refers to the main business of the city of Boston), and asks for student answers. No one offers. She says, "Well, how about number 11 then? The question asks about the various means of transportation used. She pauses, then suggests that horses and wagons were used, and walking was common. Several students write on their papers. The substitute skips question 12 (lighting in colonial homes) and begins circling the room, passing out another worksheet entitled "Making Comparisons" (Appendix F).

She instructs students to form groups of three and follow the directions indicated at the top of the paper. The directions call for students to place an "S" (for same) in front of the statements listed that refer to customs common in England and a "D" in front of the statements that suggest differences from English customs. After students move about for several minutes forming new groups, they begin discussing the items. While students select "S" or "D," the substitute loads a filmstrip into the projector. Once the filmstrip is loaded, she announces that students have three more minutes in which to finish their assignment. Students at Table 3 struggle answering number 2 on the worksheet. The statement says, "Most of us are Protestant." Students seem confused about the word "Protestant" and how it can be considered a "custom."

The substitute announces that time is up. Beginning with the first statement, she asks students to supply the letter. Various students respond correctly to each item. The substitute proceeds until Latrice selects the wrong answer for item 7, "Some of us boycott English goods." Latrice has guessed "S," but the substitute corrects her. Latrice complains that her group did not understand the word "boycott." The substitute explains that it involves the refusal to buy English goods. She then quickly reads the next item (number 8). Darron responds by giving the statement "We live under the laws of England's Parliament and the laws of our colonial assemblies" an "S." Moving rapidly from statement to statement, the substitute reaches question number 14. She asks Brett to respond. He misses the item, complaining that he was sick for the filmstrip. The substitute finishes the remaining five items in quick succession. Jean answers "S" for the last statement, "Many colonists owned their own land." The substitute says that the answer is "D" because many people in England were forbidden by the King to own land. She adds that this accounted for the migration of poor people to the colonies where they were allowed land ownership. Students are instructed to put their names on their papers and pass them to Table Managers who will turn them in. A Table Manager is a role given to one person at each table. They are responsible for Table activities (e.g. collecting and distributing papers, acting as a spokesperson for the Table) for a period of one month. Then the role shifts to another Table member. Table arrangements also shift each month, allowing for different groupings of students.

At 3:10, the substitute declares that she has time to show a few frames of the filmstrip she has loaded into the projector. This filmstrip comes from a National Geographic Society series (America: *Colonization to Constitution*,1972) entitled "From Colonies to Constitution." Today's filmstrip title reads "Penetrating the Wilderness." After approximately five frames, she turns off the projector and tells the "safeties" that it is time for them to go to their safety posts. The students left behind stack desk chairs and generally mill about the room awaiting the final bell.

Day #5 (Tuesday, 3 December 1991)

Today, Atkinson has returned. She claims she has too much to do to be home in bed. Yet, it appears from the sound of her voice and how she labors slightly when she breathes that she has not entirely recovered.

Trouble brews as the fifth graders come inside from afternoon recess. A girl has been crying in the bathroom. Atkinson has gone to investigate. She returns momentarily. She launches into a rather stern lecture centering on their attitudes and behavior toward one another. "Some days people don't do so well; don't get down on them!" she says. She proceeds to tell them that all people make mistakes (an allusion to the student who has been crying as well as to all class members). "I want people to feel comfortable in here! I want them to feel like there's plenty of room to make mistakes!" she states forcefully. She then adds, "remember, when you go to middle school, friendship from people in this room will be really important--remember that!" Students sit quietly and listen.

Atkinson pauses for a moment scanning children's faces. The air feels heavy. After a long several seconds, she introduces the social studies lesson (she typically referred to it as social studies, not often U.S. or American history). "Do you remember," she queries, "that we talked about how diverse life was in the colonies? We read about their differences and similarities. I want us to pull together some ideas from that material and the textbook assignment you are now reading, plus I want to bridge these assignments with the filmstrip and a textbook I used to use." She announces that they will be talking more about the Boston Massacre and the Tea Party--"and they didn't serve tea or sugar either," she interjects, adding levity to a somber group of students who snicker at her remark. She discusses briefly the similarities among and differences between colonies from an old textbook teacher's edition previously used by the district (*Our Country's History*, 1981, Steck-Vaughn/Scholastic Social Studies Series), noting that colonial disagreements with the British fostered a sense of solidarity along the Atlantic seaboard.

Atkinson asks her fifth graders to turn to pages 142-143 in their Silver Burdett and Ginn textbooks (*The United States Yesterday and Today*, Helmus et al., 1988). "We talked before about the problem of taxes; let's move on to the Boston Massacre and the battles that began the war. You [students] said to me earlier that you were interested in the battles. I want you to build your background information. Read pages 144-153. You will notice the questions in the gray area on page 146, for example. These are questions that check your comprehension. You don't have to write them out, but ask yourselves these questions once you get there. Then go on and finish the reading up to the section on the *Declaration of Independence*." Two students ask Atkinson if she actually means all nine pages. She tells them that she surely does. Quiet minutes pass as eyes scan the textbook pages.

After approximately five minutes, Atkinson interrupts them. What they have not yet finished becomes their homework assignment for tomorrow. Atkinson then turns to a brief discussion of the worksheets assigned in conjunction with the filmstrips. These, she tells them, must be used for background knowledge and for study purposes. Atkinson then begins a review of what they have learned from watching the filmstrip earlier that day. (Atkinson had completed the filmstrip "Penetrating the Wilderness" begun by the substitute on the previous day.)

As review, Atkinson questions students about why the colonists had risked so much to come to America on a very dangerous voyage. Robert indicates that they had come in search of gold. Gary adds land acquisition. Brianne offers the idea that the "Indians" had controlled the land but had no ownership concept. Atkinson acknowledges Brianne's comment, noting that the Indians used the land but the explorers, and later the colonists, claimed it as their own.

Brianne [clarifying]: Yes, no one owned the land but people were free to use it.

A: What would I as a colonist be doing when I came here? I know what the men did. I'm interested in what you think women did.

Theo: They cooked and cleaned and washed the clothes.

Aimee: They taught and took care of the children.

Janine: Women brought soldiers water [a reference to Molly Pitcher whom she has read about in a trade book] and acted as nurses.

Brett [calling out]: They did the sewing.

Accepting their responses, Atkinson asks them to think of those pictures of pioneer villages they saw in "Penetrating the Wilderness." She reminds them of the difficulties involved in soap and candle-making. By analogy, she refers to the trouble she has making genuine colonial recipes around Thanksgiving; how the ingredients and mixing process seem so much more difficult. While she talks, she moves to the filmstrip projector. She assigns note-taking responsibilities for the filmstrip "The Colonies Mature" (National Geographic Society Series, *America: Colonization to Constitution*, 1972) as sound and picture emanate from the machine.

The filmstrip's narrator takes the viewers from colonist-Native American clashes on the frontier, through life in William Penn's Pennsylvania, Scottish immigrant activity in Philadelphia, and Moravian customs in Salem, North Carolina, to an extended discussion of life and times in colonial Williamsburg. The emphasis centers on the social and economic history of the colonies throughout the filmstrip. Students watch and listen attentively. Several occasionally write on pieces of paper at their desks. At 3:00 the filmstrip ends. Atkinson resumes her place a the front of the class and begins reviewing selected aspects of what students have just seen.

Attempting to deepen students' background knowledge of events leading up to armed conflict between the colonists and England, Atkinson focuses attention on economic factors. She indicates that the colonists must have been proud of their accomplishments, transforming a rugged life into one of relative luxury (as demonstrated by prerevolutionary Williamsburg). English leaders also seemed pleased, but steadfastly refused to allow colonists to manufacture and sell finished products, thereby assuring monopolistic control over colonial trading markets. "What is a monopoly?" she asks. Eduard remarks that it means being forced to buy from only one supplier. Atkinson smiles at him and nods, then adds that it typically involves having no options when buying a particular product. England had successfully forced the colonists to buy and sell only in English markets, depriving the colonists of choice. Atkinson asks rhetorically, "Would you want to buy from England?" Rephrasing by way of analogy, she asks, "If England controlled prices and took all the raw and semi-finished materials back to England, what would you think? Like, for example, the Hat Act that you will read about: Some women bucked the fashion trend and boycotted certain hats that were made in England from materials taken from the colonies! Silks and satins weren't being bought by American women! What happened to the prices then?" Several students call out, "The prices drop!"

Atkinson informs them that boycotts such as this were common across the colonies. The English, worried over falling prices, adjusted their tax policies to stimulate demand. The only tax that remained involved paper products (the Stamp Act). Narrating rapidly, Atkinson continues. The English thought that their change in tax policies would solve the economic problem. But the boycotts continued. "Who's acting mature here?" queries Atkinson, referring directly to the British willingness to practice give and take, and obliquely to colonial childlike stubbornness. Several students mutter that the colonists seemed to be acting immature. "As you will see, this kind of activity will produce open rebellion against the British," Atkinson retorts.

With only several minutes remaining, Atkinson directs student attention to the fact that she has put *My Brother Sam Is Dead* on the board as the next novel on their independent reading list. Atkinson uses this note as an entre into a brief discussion of the loyalist-patriot issue. She shifts back and forth between positions using the pronoun "we" from both perspectives. She notes that neighbors were pitted against neighbors over the loyalist-patriot issue. She wants her students to remember how crucial "point of view" is here. "Was there a right side? A wrong side? Were the British right or wrong? How about the colonial patriots? Which? We will need to develop some proof before we draw conclusions." With this, she sends the safeties on their way.

This will be Atkinson's last day this week. She will also miss Monday and Tuesday of the following week. The walking pneumonia and doctor's orders will force her into bed for a week. Lessons 6 through 9 will be taught by the same substitute from lesson plans sent to school by Atkinson. As events will indicate, the lessons will turn on several additional filmstrips and a series of worksheets that accompany them. It is important to point out how the degree of continuity in lessons and learning opportunities will be broken temporarily by Atkinson's absence. The substitute, despite her otherwise good intentions, lacked the enthusiasm and understanding of the subject matter of this period in U.S. history to sustain the level of teaching initiated by Atkinson. She viewed her role, by her own admission, as a stopgap measure, following Atkinson's lesson plans as close to the letter as she could. Atkinson understood (but felt powerless to change) this and geared her lesson plans to rather simple "implementation" activities.

Consequently, only a cursory overview will be provided of Lessons 6 through 9 so as to indicate the content to which students were exposed. Without the opportunity to embellish this content to serve her goals, Atkinson, in her absence, will rely on additional filmstrips, accompanying worksheets, and textbook reading and recitation in an effort to further deepen students' background understanding of the imminent conflict between the colonial Americans and their British rulers.

Day #6 (Wednesday, 4 December 1991)

Today the substitute engages the students in a reading and recitation session on several sections of the textbook, *The United States Yesterday and Today.* First, students are requested to respond to the five questions on page 146 under the heading "Checkup". The substitute asks the question, chooses a student to answer it, listens for the correct answer, and reads the version in the teacher's guide if she surmises that the student answer misses the point. Most answers are accurate summaries of the previous text's explanations.

This activity is followed by an oral reading of pages 147 to 151. Students take turns with the reading responsibility. Topics covered include: (a) Paul Revere, (b) the first shots of the Revolution, (c) the Second Continental Congress, (d) the spreading war, (e) Thomas Paine, (f) the *Declaration of Independence*, and (g) definitions of the term revolution. Again, the "Checkup" questions are read and answered by various students as the substitute checks their responses against the teacher's guide. This activity consumes about 10 minutes.

At 25 minutes past one o'clock, the substitute assigns students to read pages 152-156 in their textbooks. This assignment arises directly from Atkinson's lesson plans as did the previous activities. Students are to read by themselves. They take their books and assume positions in various spots in the room. After a brief readjustment, students settle down to read. After 10 minutes, the substitute begins distributing worksheet #3 entitled "Pyramiding Your Knowledge" (Appendix F). The worksheet asks students to practice a fill-in-the-blanks exercise that essentially tests students' word recall skills. Students need to identify in the sentences missing terms such as the East India Company, King George, North America, the Sons of Liberty, and the like. As they fill in the blanks, a pyramid forms to the right of the sentences with the letters of the terms identified. Students, all of whom have returned to their tables, use their textbooks and other completed worksheets to fill in the blanks. Students have no trouble constructing the word pyramid with the exception of number 8. This statement refers to the Tea Act and how it allowed the East India Company to sell tea more cheaply than other trading companies. The missing words are "East" and "India". Students remain stumped right on through the end of the social studies lesson despite efforts to find the name in their books and classroom encyclopedias.

Day #7 (Thursday, 5 December 1991)

At 1:45, students return from gym class. The substitute, again following Atkinson's lesson plans to the letter, announces that she will show another filmstrip today in social studies. This filmstrip is entitled "The Road to Independence" (National Geographic Series, *America: Colonization to Constitution*, 1972). This series attempts a balanced account of the events preceding open conflict between the British and the colonists. It portrays attitudes and points of view from both sides of the struggle. However, the subtle inflection of the narrator, and the repeated use of the pronoun "we" to refer to the "patriots" clearly signals that the series favors the colonial perspective. This particular filmstrip is no exception.

The narrator discusses early skirmishes between British troops and colonial minutemen. It adds commentary on the "great American minds" that met for the Second Continental Congress to pursue "peace initiatives," but yet appoint a five-member committee to write the *Declaration of Independence.* The narrator concludes a brief description of the philosophy embedded in the *Declaration*, how it was revised and adopted, and finally how the Congress continued to deal with "the bitter business of war" (frame 51). Students sit quietly and watch while Aimee turns from frame to frame signaled by a telltale beeping sound.

At the conclusion of the filmstrip, the substitute asks students to locate and get out the "Pyramid" worksheet. Students comply. For the next 10 minutes, she does a review-recitation of all 10 items on the worksheet, correcting students when they supply the wrong answer (students miss only two items, numbers 3 and 8). Overnight, Gary has located the correct answer to the "East India" item that had stumped the class the preceding day. He has shared his response with his table. They emerge as the only table with the answer. Gary provides it after a student at Table 2 has tried unsuccessfully.

Having completed the worksheet, students take turns reading orally pages 152-153 and 156-161 in their textbooks. This section covers topics concerning George Washington, battles between the British and the colonial armies, Saratoga, Valley Forge, John Paul Jones and naval warfare, the war in the west and south, the surrender at Yorktown, revolutionary leaders, blacks and women in the war, and the Treaty of Paris in 1783. The social studies lesson finishes with a question and answer period, involving four of the five "Checkup" questions (they skip the "Critical Thinking" question) at the end of the section (*The United States Yesterday and Today*, p. 161). Various students give generally accurate, factual-recall answers to each question, based directly on their reading.

Day #8 (Monday, 9 December 1991)

As social studies begins, the substitute announces to the students that Atkinson has told her that a filmstrip quiz is scheduled for tomorrow (Tuesday), and that a "book test" will follow on Thursday (12 December 1991). The substitute and Atkinson have been conferring by phone. Students have seemed restless and distracted in most subjects since Atkinson's departure (especially those subjects occurring in the afternoon such as social studies). The substitute has communicated this to Atkinson. Atkinson has responded by scheduling the quiz and test to aid the substitute's attempts to control the growing disquietude among students, and to signal the importance of the background knowledge the filmstrips and textbook sections represent.

The substitute prepares to show another on a growing list of filmstrips. Today's edition comes from a newer National Geographic Series. This series is titled *People of the American*

Revolution (1986). The episode she will show is called "Soldiers of the Revolution." The filmstrip, complete with the same narrator and similar colonial sympathies, describes the differences between the American and British armies. It also expends considerable time and effort explaining how a ragged, unkempt colonial force was drilled into shape and thereby made able to outlast a much superior British army, the "world's finest." The filmstrip also adds material on the differences between "patriots" and "loyalists," and in a nod to minorities, incorporates brief sections on "black" and "Indian" (the filmstrip words) contributions to the colonial victory. Some of the military history presented appears excessively detailed and of questionable pedagogical value. Later, Atkinson will remark that, had she been there to teach these lessons, fewer filmstrips would have been used and more time would have been spent questioning the viewpoints of the few filmstrips she would have shown. She was however, painfully aware of the substitute's limited interest in the subject matter of the American Revolution. She conceded that the filmstrips (and the textbook assignments coupled with the tests) approached the limits of what she felt could be taught comfortably and effectively in her absence. But reports from the classroom continued to disturb her, making her all the more anxious to return.

After the filmstrip has finished the substitute guides students through a question and answer session. The questions ask for factual recall of differences between the colonial and patriot armies, who the loyalists were, and who helped the colonists during the war. Students respond accurately based on what they had just watched. The substitute next requests that students attend to the completion of worksheets #4 and #5 from the Singer AV filmstrip Becoming Americans (Appendix F). The worksheets were entitled "Who am I?" and "Understanding Cause and Effect". These two worksheets had been assigned on Friday (although social studies was typically not taught as a subject on Fridays). The "Who am I?" exercise required students to match Revolutionary period characters listed by letter at the right (e.g., A. A Boston Shipping Merchant; B. A Virginia Slave; C. An English Soldier; etc.) to quotations they most likely spoke listed in a column at the left. On the "Understanding Cause and Effect" worksheet, students were asked to select from a list of five or six possible "causes" and match their choice to the statement preceding it which was described as an "effect." They were allowed select more than one answer for each of five different "effects."

As students rummage about in their desks for the sheets, the substitute reminds them of the "test" (worksheet 7; see Appendix F) she will administer tomorrow. As the class launches into a review of responses, several students call out that they had reviewed these two worksheets on Friday. To this, the substitute, acting somewhat confused, assigns worksheet #6 entitled "Checking Chronology" (Appendix F). This exercise consists of 15 items (e.g., A. So, in 1765, Parliament passed the Stamp Act; L. Dressed as Indians they threw all the East India Company's tea into Boston harbor) that students, after reading all the items, will number in their correct chronological order. For the next 20 minutes, pairs and groups of three or four students arrange the items, consulting their books and other worksheets. With only several minutes remaining before the safeties must depart, the substitute quickly reads the correct answers from the teacher's guide as students follow along on their papers. Pencils flip back and forth between writing point and eraser as answers are changed. Safeties are dismissed while others begin to pack things into book bags and straighten the room.

Day #9 (Tuesday 10 December 1991)

Atkinson has informed the substitute that she will return tomorrow (Wednesday). Atkinson has also informed the substitute to use the Singer AV Series #7 worksheet (Appendix F) entitled simply "Post-Test" as the quiz for students. As students stream into the room following afternoon recess, the substitute requests that they immediately take their seats to begin work on their tests. They comply. The substitute goes from table to table passing out the exercise. Students begin working. The substitute informs the class that if they have questions concerning word definitions or the like to raise their hands and she will come to their table. The Post-Test consists of 12 multiple-choice questions that ask for essentially factual responses to items that test chronology of the revolutionary period, knowledge of people and events, and several cause and effect relationships.

A student asks for help with the word "merchant" (see item #5b). The substitute provides a definition along the lines of one who sells merchandise as would a business person. Another student asks for a definition for the word "opposed". The substitute explains the word (synonym for against) to the entire class. The words "resistance" and "repeal" also need clarification which the substitute supplies again to the entire class. While she circles the room, the substitute reminds students of the upcoming textbook test on Thursday and requests that students begin studying for it after they complete today's quiz.

After 10 minutes, about half the class has finished the quiz. Within the next five minutes, all students have turned their papers into the substitute. Having collected the last student test, the substitute announces that "it's filmstrip time" (Atkinson has requested the substitute to show this filmstrip in the lesson plans she has sent in). She explains that the filmstrip for today introduces women of the revolutionary era (which is also the formal title, "Women of the Revolutionary Era," *People of the American Revolution*, 1986). Students negotiate to sit on the floor together just below the screen. As the filmstrip begins about three quarters of the class congregate there on the floor.

The filmstrip, narrated by a woman, highlights the role of women who protested the British tax policies, who rallied public opinion against the British, and who participated on both sides of the conflict. It concludes by noting how, following the war, many of the women's important contributions were forgotten and women would have to struggle to achieve equality in the nation they helped create. The filmstrip lasts approximately 18 minutes. At its conclusion the substitute tells students to return to their seats. She then asks, "Tell me several ways women helped in the war." Aimee reiterates several accomplishments directly from the filmstrip (e.g., participated on both sides, cared for the injured soldiers, boycotted, etc.). Lacy then says, "They shot the ugly men!" and laughs. Other students laugh with her. The substitute indicates to Lacy that her response seems more linked to her personal opinion than actual events portrayed in the filmstrip. Students continue to chuckle. Alisha then adds another item from the filmstrip (about Mary Goddard, a publisher, who was hired to print the first copy of the *Declaration of*

Independence). Kristine announces that women also disguised themselves as men so they could actually participate in combat. Elena notes that many women failed to receive equal rights and were expected to stay home and cook and clean. The substitute nods in agreement, then explains that she is done with social studies.

With 15 minutes remaining, she tells students to prepare for their social studies book test coming up on Thursday. Students get their books out. Some retire to the pillows in the front right corner of the room. Others remain at their desks. Most students talk quietly with one another until the safeties are dismissed at which point they begin to move about the room anticipating the final bell.

The foregoing description of events covering the lessons over which the substitute presided understates the growing tensions in the room. The substitute taught in a manner quite unlike Atkinson's. Students, who were accustomed to discussions about the social studies subject matter they were learning and who enjoyed the interest in the material Atkinson generated, found the substitute dry and uninspiring. They also found her demanding, and sometimes shrill, approach to teaching contrary to Atkinson's approach. Atkinson typically listened to student suggestions about how to conduct the class and tried to incorporate them whenever she found them reasonable. This was a part of the participatory ethos she fostered. But the substitute, despite her attempts to be pleasant, took a more straightforward, somewhat authoritarian position. At first, students politely followed her requests. However, after repeated requests for a more stimulating approach to social studies, which met with little success, students began to ignore the substitute's demands. The substitute responded by becoming more demanding and shrill. It is doubtful that under these conditions, students were learning much. Atkinson knew it, but was powerless at home in bed to change things.

Atkinson resolved to accept the conditions for what they were, return to the classroom and discuss classroom behavior with her students (which meant a discussion about personal and social responsibility), and get them back to their customary routines and learning style (this all happened first thing Wednesday morning when I was absent). Atkinson also knew she would need to cycle back through the content covered by the substitute in order to reteach what she felt students had not learned. However, to do so appeared quite problematic: Atkinson's fight with the clock was now only further complicated by the additional subject matter she needed to reteach. This problem would surface a number of times over the next week as she fought a losing race to make up lost ground.

It is difficult to ascertain the degree to which her extended absence affected the overall quality of the unit. One casualty was the Patriot-Loyalist debate she had planned to schedule had she remained well. As it stood, she simply did not expect the substitute to engage the students in what she perceived to be a demanding two-day lesson. One can only speculate about other less tangible consequences Atkinson's illness produced. In the end, it might be reasonable to conclude, with Atkinson, that this unit was failing to go entirely as planned and many of her goals were being inadvertently circumvented. As the following lessons will demonstrate, the press of time would play a strong role in how she juggled the demands of retraversing the unlearned material while simultaneously pushing forward and struggling (but some might say failing) to retain the integrity of her discussion-oriented problem-solving and decision-making goals.

Day #10 (Wednesday 11 December 1991)

Atkinson has returned (against doctor's orders). She will teach a half-day today in order to conserve energy. As a result, she has moved social studies to a morning session following recess because she has heard that her students have "acted up" during her absence. Today's lesson, she has indicated, will involve a bit of review and an effort to get reacquainted with each other, to have a "little fun." She has them reading in a student magazine called *Read*. The article they have been working through discusses a story of two adolescent boys who terrorized a Jewish rabbi with prejudicial taunts and racial epithets. The story turns on the rabbi's refusal to engage in revenge against the boys and how he worked diligently to challenge their beliefs.

Atkinson uses the story to open a discussion of the events and consequences of bigotry. She notes how the days of slavery and the events involving Japanese relocation camps following the Pearl Harbor bombing are embarrassing to our collective history. Adding a customary anecdote, she remarks how she grew up a "minority person" (she was a Methodist) in a community heavily populated by Jewish immigrants. She knew from their stories about Nazi atrocities how deeply they suffered as a result of unrelenting bigotry. She says she winces every time she thinks about it. She then defines prejudice as an unfounded negative attitude toward other human beings because of their race, sex, religion, or other such characteristics.

The story in the *Read* magazine, "The Man Who Said No to Revenge" (1991, The Weekly Reader Corporation, Appendix G), deals with an incident between the rabbi and the two boys in Clifton, New Jersey, at Halloween time in 1988. Atkinson introduces the story by referring to it as an embarrassing incident. Students take turns reading the story orally. The story refers to a swastika the boys painted on a synagogue wall. This prompts Atkinson to note events of the Holocaust, to explain how six million Jews were summarily executed during this period of history. She then ties it to the Boston Massacre and explains how the word "massacre," when put in the context of events in Boston and compared to the Holocaust, seems completely distorted and unfitting a description of what the colonists experienced. Here she makes allusions to the first lesson on the American Revolution where she had pointed out how the colonial perspective "misrepresented" events in order to manipulate public opinion. Before asking them to read on, she tells them how she is trying to give them a perspective on the enormity and catastrophe involved in understanding the execution of six million Jews.

Aimee and Theo take turns reading. After several paragraphs, Atkinson stops the reading and asks, "What's a stereotype?" A female student calls out, "Girls aren't good in math." Atkinson smiles. She notes that stereotypes are easy, "You don't have to check it out; you make blanket statements without any evidence! Yes, the town is embarrassed; they've done stupid things which has caused a lot of press coverage. Who's been picked on the most?" Several students (in unison) indicate the rabbi. Atkinson asks, "Does the rabbi think he can change the boys?" Gary says, "Yes, the court has ruled that the vandals must attend Jewish culture classes taught by the rabbi." The process of reading, recapitulating, and questioning the story in this fashion continues for several more minutes until the class has completed the final paragraph. Atkinson ends this part of the lesson by noting that, even to this day, she feels sick when she sees a swastika. She wants them to get through "the bad stuff in this story" to set the stage for a good story they will cover the next day in the magazine.

Atkinson then announces that she will postpone the book test because she has heard that students simply are not ready (an allusion to conversations with the substitute). Turning on the overhead projector, she places a paragraph about Abigail Adams on the screen. She wants someone to be able to read it with great dramatic flair. Aimee agrees. She says she has a part also for a John Adams. Gary agrees to fill this role. (The paragraphs come from the teacher's guide to the Silver Burdett & Ginn textbook series, pages C7-B and C.) Having settled the roles, the class breaks for lunch.

Violating her plans to go home after her half day, Atkinson returns to finish the history lesson she has begun. Students tease her about still being there when they come in from recess. She calls Aimee and Gary to the front of the room. Atkinson reads an introduction from the teacher's guide explaining Abigail and John Adam's role and relationship to each other. Aimee reads Abigail's lines where she tells her husband John that women can play significant roles in building public support for independence from Britain. But Abigail also worries about who will take care of the children--John is gone on colonial political business so frequently, she hardly dares follow her instincts in helping the cause locally. John, as Gary reads him, responds with what could be construed as condescending placation. He wants Abigail not to worry, to busy herself with the children, and only after she has done this, take up the cause.

Atkinson thanks both students as they return to their seats. She claims she wants students to "get a sense of the innuendos that passed between Abigail and John."

A: [continuing] I've probably prejudiced you to Abigail's side because I like her. I think she was a most interesting person." [pausing] Why were we uptight about British control?

Darron: The colonists lacked a say in the rules--no representation, none at all!

> A: How is this like Abigail talking to John? Abigail is torn. She's worried about the war, her involvement in it, John's absence, the children. Do you think John thought she was very bright?
>
> Several students exclaim: No, not at all....
>
> A: Yea, John was sort of sarcastic with her--he didn't really understand her very well....
>
> Adrienne [calling out]: It was really sexist....
>
> A: Yes, an interesting interaction between husband and wife, but Abigail never stopped trying to get better roles for women. She was well read and had guts enough to stand up for what she believed.

The lesson ended with a homework assignment involving a "Practice Master" (p. 39) from the textbook series (Appendix H). Students were requested to match the terms at the right (e.g., Loyalists, independence, imports, boycott, etc.) with the appropriate definitions at the left. They were to use their textbooks pages 142 to 163. This exercise served as preparation and review for the postponed book test.

Atkinson later indicated that this lesson involved her effort to put the filmstrip about women during the revolution in a personal perspective. She wanted her students to empathize with the role of women during this era, for students to see the woman's point of view in the context of the times. She was also interested in portraying the struggle women experienced exercising their rights in that male-dominated culture. A connection to present affairs also remained at the forefront of her efforts with this issue.

Day #11 (Thursday 12 December 1992)

Because Atkinson has been home over the last week nursing her illness, the class has fallen behind in their book report presentations, a language arts activity. Atkinson has been playing catch up with these reports the past two days. Today, these oral presentations, videotaped by Atkinson and critiqued by the class, spill over into the time typically devoted to social studies. Instead of beginning the social studies at 2:10, several student reports postpone the transition to the history lesson to 2:50. This late starting time does not escape Atkinson's notice. The last 25 minutes of class, therefore, becomes a fast-paced race against the clock.

The book report session ends with Kristine, the presenter, receiving compliments from Adrienne on her character descriptions and kudos from Atkinson on her general presentation. A discussion then ensues concerning a party the class will throw next week Friday, the last day of school before the holiday break. Atkinson describes how she has purchased gifts for the class based upon past experiences as an adult with these parties. Barely pausing to take a breath, Atkinson asks, "Was this the case with King George? Did he make his decisions based on past experience?"

Elena: No, he made decisions based on his personal opinions.

A: [reiterating] I think you're right. He seldom consulted past policies.

Gary: He did things by guessing, by reacting to what the colonists did!

To this remark, Atkinson produces an analogy about how her own children often challenged her authority, pushing her to the limits. She found that if she could wait until the next day, get some "distance," she often reacted much better to her children's challenge.

On the heels of this analogy, Atkinson fired, "Were there examples when the king AND the colonists acted this way, making snap judgments without distance?"

Eduard: I think it was about 70% of the time for the King and about 30% of the time for the colonists!

Atkinson asks students to return for a moment, by way of example, to the French and Indian War. She wants to run through the "pros and cons" of the war for the British and the colonists.

A: Pro first. Darron?

Darron: Britain now had all the land [North America] to themselves,"

A: OK, a con statement.

Gary: The British were left in serious debt by the war and the colonists had to pay!

A: Another pro?

James: They [colonists] didn't really have to worry anymore about Indian attacks.

A: [glancing at the clock] OK, one more con to even it out.

Emma notes that the British policymakers wanted the colonists to pay for and house the soldiers during and especially following the war. Atkinson reiterates Emma's point, then asks, "So where are these soldiers going to live? In barracks?" Several students in unison call out, "NOT! In the colonists homes!" Atkinson acknowledges their remarks with a wry smile. She asks them to imagine the "privacy issue" to which she immediately provides an analogy. She said that on doctor's orders, she slept in for a while this morning. She then wonders out loud what would have happened had soldiers been in her house. She would have to be up feeding them, being nice, and so forth. Gary then adds, "Yea, the soldiers just lived off the colonists, ate their food, and stuff!" Atkinson asks, "How do you suppose the houses were chosen? Carlos speculates that the colonists probably had no choice in the matter and were required to "let the soldiers just come right in their homes." Brianne adds, "The soldiers probably felt well treated because the power was on their side--they could get what they wanted."

This comment sparks another Atkinson analogy. She asks the students rhetorically about who had the power that morning while she was still recuperating at home (referring to the substitute and the fact that she still was teaching only half days in order to get her strength back). She says she is assuming that, perhaps because the substitute was considered an "outsider" to the classroom, she could be thought of in the same vein as the British soldiers in the colonists' homes. She wants to know how students felt when the substitute asked them to do things. Pushing the analogy home, Atkinson inquires, "Did you treat her well, or did you treat her suspiciously because she was not the regular teacher?" Atkinson has heard rumors that a number of students had frequently balked at the substitute's requests. Part analogy to the Quartering Act, but also part challenge to student attitudes about the substitute, Atkinson drives hard to point out the potential consequences of failing to reconcile differences through negotiation on all fronts: colonial and British, student and substitute.

Noticing that she now has roughly only 10 minutes of class remaining, she asks students to open their textbooks to the timeline on page 144. Atkinson calls their attention to the cluster of events depicted on the timeline between 1770 and 1774. She wants them to notice the Intolerable Acts.

A: What were these Intolerable Acts? What does the word intolerable mean?

Several students [in unison]: Unbearable...you can't stand it!

A: [nodding] What were the actual Acts?

Jeb [calling out]: When people were shot during the Boston Massacre!"

A: [smiling] Well, I'm thinking about the rules and attitudes of the King. I would like examples of how these rules came to the colonists.

Jeb then lists examples such as the Stamp Act, the Quartering Act, and so on. Atkinson nods in approval, then reiterates the new laws.

A: So what are the Committees of Correspondence?

Zeb: A group that kept in touch with letters.

A: What was their special purpose? What was going on?

Several students take turns explaining how the Committees of Correspondence kept the colonists in touch with one another, how they helped to agitate public opinion against the Intolerable Acts. At one point, foreshadowing future history lessons, Atkinson broke in to note how these letters were similar in effect to teaching the slaves to read and write, threatening the British in one historical period and the slaveholders in another. As time arrived for the safeties to be dismissed to their posts, Atkinson put closure to the lesson by reminding the students of the depth of the tensions that had grown on both sides. She also pointed out how the British and the colonists both held responsibility for this escalating tension. The class ended with the announcement that the chapter test would occur the following Wednesday or Thursday, that for tonight they should finish the matching exercise (the practice master, Appendix H) for Chapter 7.

Day #12 (Monday 16 December 1991)

After students complete their spelling exercises, Atkinson asks them if they are aware that today they should be celebrating a belated birthday party. After a quick review of what belated means in this context, Zeb announces that it was the birthday of the *Bill of Rights* yesterday. Atkinson smiles approvingly and then explains that she hopes to buy a book about the *Bill of Rights* for herself at Christmas. She will, she says, read them excerpts from this book, if possible, after the holiday break. Zeb, adding to his earlier remark, describes a feature article on the *Bill of Rights* he has seen in the newspaper yesterday. Atkinson acknowledges that she has seen it also.

She then reminds her students that the book test will occur this Thursday. For the next 10 minutes, Atkinson explains the test in significant detail. She indicates that the test will include 35 multiple-choice items and five essays (Appendix I). The multiple-choice items she generally dislikes but students will encounter more of these items next year in middle school. She wants students to have exposure to them. She notes how these questions will be taken directly from the book and assess facts and recall about events surrounding the American Revolution. Before moving on to the essay questions, Atkinson points out to her students that each multiple-choice question will have the page number after it, referring to the place in the textbook from which the question was drawn. After she grades and returns the tests, students should consult these page references for the items they have missed. They may challenge the textbook account or the wording of the test question. If their challenge seems articulate and well argued, she will reverse her decision and give them credit.

With regard to the five essay questions, Atkinson explains that they will need to respond in complete sentences. Students must answer three of the five questions. They will be able to choose which ones, but they should be aware that if they wish to answer more than three, they can receive extra points. In fact, the extra questions answered can only count positively; no negative points will be assessed. At worst, students would receive "no points" for the additional essay questions they answer. Students are therefore encouraged to answer all the essay questions if they have time. She concludes her test discussion by noting how she wants students to study a little each of the next three nights and pay attention to the timelines in the book so they have a good sense of chronology.

Atkinson wishes to spend the remaining class time (35 minutes) in review of what they have studied so far. Aimee suggests that they make a game out of the review process. She wants Atkinson to ask review questions, weight them with points by difficulty, and have the Tables take turns responding to them. Each Table should have about 30 seconds to respond before the question is thrown out to any Table that first raises a hand. Atkinson agrees to the game idea but questions the "30-second" proposal. Normally, a Table has one minute to respond. Atkinson asks students whether they should vote on this rule change. They agree. After a show of hands for one of three options (30-second rule, 45-second rule, or the standard one-minute rule), students choose by a four to one ratio to retain the one-minute standard (the 30-second proposal has only Aimee as a taker). They then decide to vote on how much time the second group will have to respond if the requested Table fails to answer the question. Voting on this at a three to one ratio, the students decide to give the second Table 45 seconds in which to respond. Aimee suggests that groups should be given the opportunity to bank unused time if they respond very quickly. Atkinson, without submitting this question to a vote, argues that she will have trouble keeping track of how much time each group has left. She then explains that allowing this practice might encourage groups to monopolize time while conferring on the question, thereby reducing what the class can accomplish by way of review. Students appear to agree because no one questions her assertions and the game proceeds. Robert simply adds that he hopes Atkinson will remind the Tables about how much time elapses as they confer prior to responding. Atkinson agrees.

Atkinson explains that the questions could be interesting because she must develop them as she goes. "I was not prepared to do the review this way," she says, "but I like the idea, so we'll see how it goes. OK, Table 1: I need all three parties involved in the French and Indian War. I need who fought against whom in the right relationship."

Alisha: The French and Indians fighting the British.

Atkinson gives the full points to Table 1. She marks these down on the overhead.

A: Table 2: I want to know what good resulted for the colonists as a result of the French and Indian War.

Table 2 confers. Emma responds for Table 2.

Emma: Because the French and Indians were defeated, the colonists could stop worrying about Indian attacks and competition from the French.

[Points for Table 2.]

A: Table 3: Name one thing that made the colonists upset at the British?

Robert: The new tax policies, like the Stamp Act and the tea tax--well they helped pay for the French and Indian War--but they still bothered the colonists.

[Points for Table 3.]

A: Table 4: `Taxation without representation,' what does this mean?"

After a brief conference, Gary responds for Table 4.

Gary: It means that colonists didn't get to vote on these taxes. Only Parliament voted and that made the colonists mad.

[Points for Table 4.]

This practice continued in rapid succession from Table to Table for the remaining 20 minutes of class time. A tally of several other Atkinson questions included:

(a) Name at least two ways the new tax policies were protested in the colonies. (Answer: Boston Tea Party, boycotting; other students added the burning of the ship the "Peggy Sue" and rebellion against tax collectors and troops);

(b) The boycotting worked quite well, but one tax remained which the Daughters of Liberty fought against. Name this tax. (Answer: The boycott on tea);

(c) Give me the reasons the Committees of Correspondence were formed. (Answer: So they could spread the news about tax policies and reactions around the colonies);

(d) What was the punishment levied by the British against the colonists after the Boston

Tea Party? Remember, there were three of them. They were called "intolerable" BY THE COLONISTS, NOT THE BRITISH. I want you to name at least two. (Answer: Closing of Boston Harbor and the British took away the democracy of town meetings in Massachusetts; another student added the Quartering Act);

(e) I need three parts to the Declaration of Independence--when was it written, who wrote it, and what was the purpose for which it was written? (Answer: July 4, 1776, Jefferson, and the purpose was to state the colonists' independence from Britain so Britain could not control their affairs anymore).

The class resolves by a unanimous show of hands to continue the game tomorrow in the same fashion. Safeties are dismissed to their posts as the class breaks to packing book bags and clean-up activities.

Day #13 (Tuesday 17 December 1991)

Review for the test resumes today. Adrienne asks Atkinson about which pages in the textbook they should study for the test. Atkinson indicates that the test will cover all of Chapter 7. She then briefly discusses study skills. She mentions that some students in the past have taken notes in class and on their reading of the book. Studying those notes worked well for those students. Others memorized key events and the people involved in them. Still others benefitted by class discussion. Atkinson then worries out loud that memorization has severe limits, that she wants them to demonstrate understanding of the issues in order to write strong essay question responses, and that memorization of events and people alone will hardly be enough. But, she concludes, students will have to choose the strategies that work best for them.

Atkinson turns on the overhead projector. On the screen scores for each Table appear. Tables 1 and 3 have four points each (one point for each correct response from the preceding day). Table 2 has three points and Table 4 has one point. Table 4 has been penalized twice the day before (one point each time) for talking too loudly while another group attempted to answer a question. Atkinson institutes a "warning system" that is designed to alert a Table that their noise level potentially interferes with a Table answering a question. A Table will first receive an oral warning. If the noise level continues after the warning, Atkinson will subtract a point. She asks students if this rule meets with their approval. Heads nod in agreement. No one raises a complaint so Atkinson proceeds. However, Adrienne wants to elect new spokespersons for each Table. Atkinson concedes. After approximately 30 seconds, new spokespersons have been identified and Atkinson directs the first question to Table 1. Just before asking the questions, she tells students that she will be drawing from the filmstrips they have seen and the class discussions as well as the textbook.

For the next 50 minutes, a rapid-fire, question and answer session ensues. As each new question goes to the floor, students hunch up over their tables to confer among themselves. If a question is directed to Table 2, for example, students at the other Tables immediately crouch together anticipating a turn to respond should the Tables before them miss the answer. This pattern repeats itself frequently in an almost endless cycle of question, huddle, response. At the conclusion of class, Tables 1 and 3 are tied with eight points each. Table 2 amassed five points and Table four, penalized the day prior for talking too loudly while another Table answered, holds last place with four points. Atkinson congratulates all the Tables roundly for their excellent responses and sound preparation for the exercise.

Here is a sample of the questions asked and verbatim student responses:

(a) What are three basic rights presented in the *Declaration of Independence*? (Answer: Life, liberty, and the pursuit of happiness);

(b) What does the *Declaration* say about when the people can get rid of their government? (Answer: When the government doesn't treat them with fairness; when they stop protecting the people's rights);

(c) What are the rights of free states? (Answer: To be able to choose our own government, tax, and make laws);

(d) Did the *Declaration* make the colonists free people? (Answer: Yes! A: No! The colonists still had to win the war. But I'll give a point if you can answer this follow-up question: What was Washington's main war strategy? Answers interspersed with "no" responses by Atkinson: To use the minutemen; the hit and run attack; surprise attacks. Atkinson finally clarifies that Washington's strategy was to persist with the attacks and the war until the British tired of the battle and gave up--all the Tables' answers were only parts of a larger plan);

(e) Give me two advantages the British had over the colonists in warfare. (Answer: We have three--more soldiers, better trained soldiers, and better weapons);

(f) What was the significance of the Battle of Saratoga? (Answers: It was an important battle won by the colonists; helped make the French take the colonists seriously and enter the war);

(g) Why was the winter at Valley Forge so difficult? (Answer: Colonists ran out of supplies, colonial soldiers got sick, and many went home to be with their families);

(h) How did Washington manage to defeat Cornwallis? (Answer: Washington trapped him on a peninsula in Virginia with the help of the French navy).

Nearing the end of class, Atkinson decided to ask a series of "pop-up" questions. These questions were open to all Tables. The first Table to raise a hand answered the question. The questions, Atkinson stated, now lacked chronological order unlike the way she had asked the preceding set. She asked students about Crispus Attucks, Phyllis Wheatley, Deborah Sampson, and about the contribution women had made to the colonial cause. Gary, who was taken his test earlier that day (he was to leave for a funeral in another state that afternoon and was to miss taking the test with his classmates), scored three points for his Table with correct answers to several of these pop-up questions.

As the safeties were dismissed, Atkinson reminded students to study again tonight. She also told them she needed to do some lecture-reviewing tomorrow. She wanted to make sure they understood the chain of events, their implications, and how winning war left the colonists to face the interesting dilemma of managing a new country without a clear sense of governmental direction, an irony she found fascinating.

Day #14 (Wednesday 18 December 1991)

Atkinson begins social studies by describing how she has gone back through the chapter and underlined in green ink certain sections she thinks are important. She wants to stress these areas. She turns on the overhead projector and writes on the screen as she talks. She indicates that she wants to review four key issues about this time period. The four issues include (a) how the English and colonies grew apart, (b) the road to revolution or how the colonists consistently failed to find a way to live under British rule, (c) the Revolutionary War itself, and (d) the struggle to create a new nation following the victory. Today, she will discuss the first three, asserting that she thinks of them in descending order of importance (a) through (c). "I want to pull it all together for you today," she states.

"After the French and Indian War," she begins, "the colonists were still happy to be a part of the British Empire. But they became disenchanted with a new set of unwelcome laws passed by Parliament. They seemed less concerned about the laws themselves than they were about the process by which these laws were created." Atkinson then provides an analogy about the taxes deducted from her paycheck. She points out the importance of the taxes and the needs they address, but she would object vehemently if she felt she had no say over how these taxes were brought about. "The colonists," she continues,

> objected to seeing what they thought of as "their money" continually being shipped to Britain as raw and semi-finished materials. They began to object openly about what they thought of as a monopolistic trading practice whereby the colonists were forced to trade only with England. Colonists objected by smuggling goods to other countries like France. Then they began to outwardly object to new taxes on imports and legal papers. What's an import?

Janine indicates that its money paid on a good coming into a country. "Like my sweater?" Atkinson retorts. "When I bought this Irish seacoast sweater here in the U.S., I probably paid an import tax on it that helps protect American sweater makers. For the colonists, it was tea. No one asked the colonists about these import taxes. This is where we get `No taxation without representation.'"

Providing another analogy, Atkinson queries her students about what would happen if no one bought toys from the toymakers at Christmas. A student responds indicating that the toymakers would reduce their prices. Atkinson notes that the same process occurred with tea in the colonies. The colonists boycotted the tea because of the import tax levied on it. During the boycott, the Sons of Liberty emerged led by Sam Adams. The Sons of Liberty had to figure out ways to deal effectively with taxes they did not want. They did a number of things parents would scorn such as destroying tax collectors' houses, forcing them to leave town, and venting their frustrations on British soldiers stationed in the colonies.

She notes how earlier they had talked of the Boston Massacre, about how it sounded like the British spilled much blood. "But we know now what really happened! Only a handful of people died. We know that the "mob rule" of the group got out of hand and five died including Crispus Attucks. The colonial leaders had good reason to call it a massacre. They [colonial patriots] were trying to get people on their side by manipulating public opinion," Atkinson insists. James states, "Yea, almost like a small rumor getting stretched out!" "Yes, imagine how it spreads after 8 or 10 tellings! It becomes a 'massacre' for the colonists who are trying to fire emotions and win people to the cause!" Atkinson stresses.

Atkinson then remarks about the role of the Daughters of Liberty. She explains that, after the Boston Massacre, Parliament repealed many taxes in an attempt to make concessions to the "outraged" colonists. But the Daughters of Liberty decided not to let the tea issue fade in the wake of the tax concessions. These women refused to buy the tea. This resulted in disruption of the tea trade and forced the British to reconsider the issue. Meanwhile, she notes, the Committees of Correspondence got busy dramatizing the tea boycott which rekindled the concern over representation. The tea rots on the British ships in harbor, forcing the East India Company to lower prices. But the boycott persists. With another analogy to video games such as Nintendo, Atkinson makes her economics point by asking students to imagine what would happen if a company could keep lowering the prices of game cartridges. Several students immediately indicate that it would drive competitors out of business resulting in a monopoly for the company which reduced prices. Atkinson connects the student responses to the activity of the East India company and their monopoly on colonial tea trade. But the boycott continued despite the lower prices. "This was followed by the Boston Tea Party," she says with her customary wry grin.

"Now if you were British, how would you react? Imagine how upset and angry they were. We talked about the Intolerable Acts yesterday. England says, 'Wait a minute here! Get this, we'll give you real discipline! We'll close Boston Harbor!'" Atkinson continues with animation. James wants to know how the British could close the harbor. Atkinson tells him that they blocked it with their navy. No materials were allowed to leave and colonial income in Massachusetts began to drop. But the British failed to count on the links the colonists in Massachusetts had to the other colonies. These other colonies began to send supplies to Massachusetts. To push home this point, Atkinson suggests an analogy about what might happen if she were to pick on Lacy. She thinks other students would eventually come to Lacy's aid making Lacy feel pretty good.

Explaining how, in addition to closing Boston Harbor, the British forbade town meetings and levied the Quartering Act, Atkinson describes how the Committees of Correspondence began in earnest to draw colonial opinion together against the British. She then speculates on the whether the British would have followed the same path had they known somehow in advance about the gross, negative effect the Intolerable Acts had on colonial opinion. She tells students that this is one of those interesting historical "what if..." questions.

A: The colonists begin meeting regularly in larger groups. What are they meeting about? Kristine?

Kristine: Discuss the issues with all the colonies.

A: [continuing] Yes, they wanted to know what their rights were. They wanted the same treatment all English citizens received and they wanted a colony-wide boycott to press the issue of equal rights. What they didn't realize was that they had probably already gone too far. They agreed to meet again. Colonial identity had started to come together, but before they could meet again, shots had rung out! The British had two goals in Massachusetts: The first, to destroy colonial military supplies, the second, to get at two leaders, John Hancock and Sam Adams. They succeeded in getting the ammo, but not Hancock or Adams.

As an aside, she remarks that she thinks the British would have really liked Hancock and Adams.

A: [rhetorically] What's a village green? You know a bunch of colonists met there. The clock chimed in the church near the square. When the Brits came in, the minutemen were getting ready. The British march up and the Captain thinks they are in trouble. No one KNOWS who fired the first shot. Eight colonists were killed and 10 were injured; only one British soldier died. It wasn't a good beginning! We weren't agreed about going to war. Only one out of three wanted to. One out of three were opposed. The other third, Eduard?

Eduard: They didn't care.

Continuing her story, Atkinson explains about Thomas Paine's pamphlet. She describes how he listed the reasons why the colonists should be free. This stirred up ideas that made sense to many colonists. Richard Henry Lee thought the colonists should declare independence. "And Thomas Jefferson didn't write the *Declaration*, he listened..." Atkinson begins. Immediately several students protest that indeed Jefferson was the author. Atkinson smiles, concedes the point and then argues that she meant to describe how Jefferson's ideas expressed in the *Declaration of Independence* were not entirely his own, that he had listened carefully to the independence arguments of others and incorporated them into the final draft. The objecting students appear placated for they raise no further complaints. Atkinson, realizing the time, tells the class that they are excused for recess.

After students return, Atkinson immediately begins where she left off. She notes that they were about to discuss the war itself. She describes the importance of Washington's surprise attack at Christmas. Darron quickly inserts that 900 Hessians, hired by the British, were taken in one hour. Atkinson then comments on her fondness for George Washington. She characterizes him as a kind and intelligent man, a man who thought fighting a war might be a grand mistake. He knew he would be short on supplies and soldiers. But he was smart enough to adopt a strategy to outlast the British. Noticing that her time has elapsed and students must prepare for art, she quickly inserts one more question. She asks Adrienne about the definition for the word "privateer." Adrienne explains that "privateers" were private ship owners who practiced surprise attacks on British vessels, doing the same thing on the sea that Washington was doing on land. With this response still hanging in the air, the art teacher comes into the room pushing her cartload of art supplies. Atkinson reminds them again to study for the test as she slips out of the room.

Day #15 (Thursday 19 December 1991)

Today is test day. Students still work on finishing their videotaped book report presentations. These conclude at 2:25. Atkinson tells them to clear their desks; all they need is a pencil or a pen. James wants to know if there are trick items on the test. Atkinson assures him that she thinks the questions appear straightforward. Circling the room handing out tests, she instructs them that they may take until the last minute of class to finish if they need to. She frowns on time pressure, but she does want it quiet as long as anyone is still taking the test. "I insist!" she asserts. "When you are done, raise your hand. Make sure your name and student number [numbers 1 through 26] are on your test, then I'll come around and pick them up."

James asks about the required length for the essay questions. Atkinson tells him that they must be a minimum of two sentences each. She then reminds them that they can do extra credit questions, but they must answer three of five essays, their choice. The other two questions can only count for and not against them. The worst that could happen with the extra questions would involve getting no points at all. James asks about how many points the essays are worth. Atkinson indicates that they are worth two points each including the extra credit ones.

Students begin the test. Things move along rather uneventfully. At one point, Zeb asks about what happens when they write only one sentence for the extra credit essay question and it constitutes only part of the answer. Atkinson speaking to the entire class, states that she will respond to these at her own discretion, however, usually a response of this nature gets at least one point. After about 15 minutes of virtual silence, several hands pop up indicating that these students have finished. Atkinson has assigned them a mathematics exercise to work on after they finish the test. She reminds those who have completed their history tests to get on with this assignment. By 3:05, almost everyone has finished the history test. Clusters of students whisper quietly as they wrestle with the mathematics exercise. At 3:15, the time for safeties to be dismissed, Atkinson asks if all tests have been turned in. As she speaks, the last student to complete the test raises her hand to indicate completion. Atkinson thanks them for being quiet and showing respect for each other while the tests were being taken. Before dismissing them, she chuckles as she points out how she has videotaped them taking the test. They will see the videotape tomorrow if there is time. "Safeties dismissed."

Day #16 (Day #1: Teaching About the Constitutional Period) (Monday 6 January 92)

Today marks the return from a two-week winter recess. Students have been given new Table assignments, a customary practice with the arrival of each new month. Atkinson begins the social studies lesson by describing a *Bill of Rights* writing contest that appeared in the local newspaper over the break. The contest served to commemorate the anniversary of the famous addendum to the *Constitution*. One of her recent fifth-grade graduates (now in sixth grade) wrote an award-winning essay about children's rights. She reads the essay from the newspaper she has brought with her to class (Appendix J).

The student argues that children represent a "minority." He objects to what he perceives as the failure of the *Bill of Rights* to recognize this minority. He suggests that children need a "Kids' Bill of Rights." He concludes by arguing for changes which acknowledge the plight of children. His argument fronts the age-discrimination issue. Atkinson praises her ex-student while noting that she agrees with him. She then challenges her fifth graders to raise similar issues, to recognize the power of arguments such as this one. She wants them to consider engaging in such contests both formally in newspapers and more informally in class and at home. Students want to know what he won. Atkinson indicates that she believes he won a $50 prize. Students ooh and ahh.

Shifting the activity, Atkinson provides two students, Aimee and Carlos, with a script for a short dialogue (Appendix K) she wants them to enact in several minutes. She requests they study their roles. While they do, she asks the class, "What was happening when we left off for vacation; what were we talking about?"

> Alisha: We were talking about the Intolerable Acts.
>
> A: What happened? How was it resolved?
>
> Several students [in virtual unison]: War!
>
> A: Who won?
>
> Darron: The Continental army!

This prompts a short set of "story-setting" remarks from Atkinson.

> A: Sometimes when you win, you have a feeling of elation. These colonists had a definite will to win when they fought. Let's make a couple of guesses. We [Americans] often don't learn very well the first time we do something. We're going to talk about some birthdays we don't often talk about because they're about mistakes! We don't talk about our mistakes very much in history. We don't like to dwell on that. But it has to do with what happens when we finally get independence. What do we do? Who would get control now? [Several students say "Me!" somewhat jokingly.] We are going to hear from a conversation [referring to Aimee and Carlos] in May 1787. At the time, states are worried about too strong a central leadership--they wanted to all do our own thing!"

Atkinson then launches into one of her numerous analogies. She asks students to imagine living in New Jersey at the time of the Treaty of Paris. She wants them to think about what would happen if they decided to cross into Delaware and go shopping. Would that work? Most students shake their heads while several volunteer that there would probably be currency exchange problems. One student suggests getting "change at the bank." Atkinson retorts, "What bank? That would be a problem; there was no central bank for that purpose." She then introduces the scripted dialogue Carlos and Aimee will read. They take turns reading their lines. Atkinson plays the role of narrator.

Carlos enacts the role of a lawyer, Aimee a farmer. As the class watches and listens, they discuss the weaknesses of the *Articles of Confederation*, the problems of money and exchange, and the recent Shays's Rebellion. They both hope that the forthcoming Constitutional Convention will help resolve rather severe postwar difficulties. Atkinson follows their reading with, "That's a preview. It's like euphoria when they first won the war, but some real practical problems arise. Some things appeared to work, but others didn't. So what are you going to do? How are you going to change? We're going to talk about how we got the *Constitution*, which has lasted this long! I cringe at the thought that we could write rules for fifth graders that could still be in force 200 years from now. The way they worked out the *Constitution* would be like us deciding the rules for this school. Which ones would we keep and which would we change to make this a different school. We would have to work together, combine age perspectives, decide on enforceability. We would have to include the principal. Who knows, maybe we should really do this. We could make this school different for your children." Several students respond with oohs at the last prospect.

"Open your books to Chapter 8. Pages 164 and 165. We are not celebrating the anniversary of the *Articles of Confederation*. They just didn't last that long, and besides, they were like a mistake we're not proud of," Atkinson adds. "None of us are very fond of paying taxes. Your parents will be complaining about that shortly. But, when there's a fire, boy do we want the fire department there right away! And we want financial protection for when we get older and retire. Are we willing to pay for this? I am! But yet there's a fear angle in all this that I want you to listen for! I think the *Articles of Confederation* helped produce this fear. James, please read the first section on page 164." James reads to the end of the section entitled "The Articles of Confederation."

Atkinson reiterates a fragment of the last sentence of the section, "...the kind of government most Americans wouldn't fear." A discussion then ensues.

> A: States wanted the power. Friends and neighbors in each state wanted local control. The southerners didn't think the New Englanders were interested in their problems....
>
> Adrienne: But people would remember what it was like so they wouldn't pass more Intolerable Acts.
>
> Robert: But they [the states] would want all the power themselves and that wouldn't work!
>
> A: Will someone always abuse power? Once I watched safeties on their posts. I got real insight into how some safeties take advantage of their control over the younger kids. Those problems need to be corrected. People were worried about that kind of abuse from too

strong a central government! Let's talk about the pros and cons of the *Articles of Confederation.* Robert, read the next section on the Northwest Territory.

Roberts reads slowly two short paragraphs.

A: As a pro, we know that the colonists thought they could live with this form of government. What are some other pros? James?

James: I'm not sure.

Atkinson briefly explains how the Articles of Confederation had rules that helped to organize the Northwest Territory. Organizational plans like this and others helped hold the country together during the war also. Glancing at the clock, Atkinson notices that it is poised at 3:00. With 15 minutes remaining, she tells students they have about three minutes to read the section on the "Problems of the Articles." If they read quickly, they are to go on to read about Shays's Rebellion. The room falls silent.

After about four minutes, Atkinson interrupts. "Some people say that without teeth, rules don't work. I keep noticing examples of things where people were supposed to do something, but they had no power to enforce the outcome. Give me some examples of how things are falling apart!"

Lacy: States wouldn't share with each other.

A: Like in what way?

Lacy: They would get mad at each other. Some states were short of money, but they wouldn't accept help from other states.

A: Good! Other real problems?

Robert: They couldn't get things from one state to another.

A: What about sending tobacco to New England? What problems would I have with this if I was from Virginia? How much would I have to pay in each state I went through?

Carlos: Money I had I couldn't use in the other states.

Gary: You would have to pay taxes in each state.

A: Yea, and unpredictable taxes at that! What's your interpretation of passing through a state? Is it interpreted clearly enough so you know what trade is affected? Now that you've read about it, can you tell? I have trouble!

Shooting another look at the clock, Atkinson announces that they have five minutes left to discuss Shays's Rebellion. She quickly presents a short chronology of the events preceding the rebellion. She explains what Shays thought he could accomplish and why. The problem arose when Massachusetts pled with the central government for assistance to put down the rebellion and received no response. Some worried, she notes, that further rebellions would follow and the new country would be forced into civil war or be taken over by a large European power. The class ends as she explains how they will be discussing more of these and other events such as big versus small states' rights issues.

Day #17 (Tuesday 7 January 1992)

Atkinson begins today's lesson by asking students to get out their textbooks and leave them closed on their desks. She tells students that in several days she's decided to show them a videotape that does a splendid job explaining Shays's Rebellion. The tape will also deal extensively with the period leading up to the ratification of the *Constitution*. But before they see the tape, everyone, including herself she says, needs more background on this period. "We need to go back to yesterday to see what went wrong with the *Articles of Confederation*."

A: What were three things that went well with the *Articles*?

James: It didn't give the leaders too much power.

A: Other things? Brett? [Brett does not reply, so Atkinson summarizes.] It really helped hold the country together during and after the war especially during a time when people were really worried about power abuse. And it helped organize the Northwest Territory. How long did the *Articles* work?

Theo: Two hundred years.

A: [with a bit of astonishment] Really? Skim and scan the book Theo!

Gary: Six years.

A: Good! What lasted six years, Theo?

Theo [smiling broadly]: *Articles of Confederation.*

A: Then we got together and took stock of the problems--taxes, Shays's Rebellion--and realized we had choices to make! What if we needed a centralized army? Then what? I want you to read to find out what the Congress met to talk about. One of the parts you'll get a kick out of is the average age of the conventioneers.

Gary [spontaneously]: Yea, it was 42!

A: And how *young* is that?

Several students [jokingly]: Not very!!!

A: [jovially] Yeah, yeah! And Ben Franklin was 81. [Turning serious] They had great respect for him, his age, and his accomplishments. Also, look at how they were going to divide things up; how they, LIKE YOU, look out for their own interests; how the states handled this. Watch for the obvious conflict over how much power to give the central government. I especially appreciate the charts on pages 168 and 169. They give a lot of information that shows you the differences between the *Articles of Confederation* and the *Constitution*, and how the branches of government fell out.

Atkinson reads several paragraphs into the section on the Constitutional Convention. After pausing to scan the room, she asks Katrina to read. Jeb follows Katrina. Atkinson interrupts.

A: Would someone note how the word "republic" is written in this paragraph?

Aimee: Boldfaced!

A: Why?

Robert: Because it's an important word.

A: Yes. After this they'll give you a definition. Jeb, repeat the last sentence and then read on.

Jeb reads the textbook definition and then continues to the end of the paragraph (p. 168).

A: They give you three different ways to describe a republic. What are they?

Adrienne: It gives an illustration of how power would be shared by both the people and representatives in the government.

A: Yes. It's like the New England town meeting--how people participate in decisions. It's a great thing and is still alive there. But we will see how things go a little hairy building a new government. There were different agendas. Read on Zeb.

Zeb finishes the next paragraph that explains the conflict over strong versus weak central government. James follows Zeb. He reads about the concept of Federalism. Federalism is defined in the text as the sharing of power between the states and the central government established by the *Constitution*. This section in the text also describes the separation of roles and powers (p. 169-170).

A: Did any of these solutions proposed at the convention solve the problems we talked about yesterday? How about my Delaware shopping experience?

Gary: Oh yeah! The central government would now be able to print money for everybody.

A: How about creating an army? Any solutions?

Eduard: They didn't have a central army because they had no way to raise taxes to pay for it.

Aimee: They really needed a central army to protect them from foreign invaders.

Robert: Some states didn't collect taxes. They were different from other states.

A: How many powers were given to the central government?

Students call out different answers (e.g., 5, 6, 13). Atkinson explains that there were 5 powers granted: trade, taxation, to declare war, print money, and build an army. She then asks about state's power.

Several students [in unison]: They could do all the rest.

Gary: The states felt great because they had more power than the central government.

A: Yes! Many of the problems of the *Articles of Confederation* were taken care of but the flavor of state power was preserved. Sounds like a great solution. But there are more problems to come...just when you think you solve it, more come up. People were so worried about their rights. They remembered their chafing at England--how are we going to know people won't abuse their power they were asking for. If you look at the separation of powers you can see how they came up with a way to divide power to protect people. Look at the chart on page 169 to see the separation by branches of government. Look at the color chart. Who has the executive branch?

Jerome: The president.

A: The judicial branch?

Several students [calling out]: The courts.

A: The legislative?

Darron: Congress. Two people were elected from each state to represent the people of that state.

A: Yes, that's half of congress. What's the other half?

Several students [calling out]: The House of Representatives.

Atkinson notes that, even though states retained much power, a large share of it went to the central government. Some people were still very much concerned with this. She provides a clarifying analogy.

She asks students to remember back to when there had been problems in class. She wants them to imagine what might happen if her class were allowed to make decisions to solve problems for all fifth graders in the district. "And what if we were a small class, the smallest in the district, say 15 or so students. Who would get more say proportionately in the decisions?"

Gary: I could go both ways here over who gets more say. It's not the small class's fault they only have 15! But the larger groups probably should still have more influence.

A: Yes, this is a problem. Take the states of Pennsylvania and Rhode Island--one very large state and the smallest one. If you give them each two votes, they are equal in power. So how do you solve this? I am really impressed with how the conventioneers struggled with this, how they could see both sides of the issue [balancing power within and between

> the states]. They didn't give up. They kept working on this difficult issue `til they came up with two houses of Congress.

Realizing she has run out of time, she assigns the class to read pages 169 to 176 in the textbook for tomorrow. Students are to read about the *Constitution* and study its various sections. "Tomorrow, I am going to ask you to explain to me how these sections were organized and why. I also will ask you to give your interpretations of what certain sections mean. I've signed things in lawyers' offices and I wanted to be able to interpret and understand what I was signing. I want you to do the same with the *Constitution.* I know you can make sense out of it!" she states confidently.

Atkinson concludes by foreshadowing the amendment process. She notes that the *Constitution* had lasted 200 years but that historical changes have modified it. The conventioneers had to find a way to allow for changes. The class will discuss this issue tomorrow.

Day #18 (Wednesday 8 January 1992)

Today's lesson begins with an examination of the *Bill of Rights.* Students open their textbooks to pages 174 and 175. Here, each of the 26 amendments to the *Constitution* appear chronologically with brief descriptions. Atkinson leads students through the amendments. She notes how most of the amendments deal with expanding civil rights. Allen observes that, in his judgment, none of the amendments address changes in economic circumstances bringing about greater fairness for poor people. Atkinson asks the class to examine the Twenty-Fourth Amendment (1964) that eliminates the Poll Tax. She explains how this tax effectively denied poor people (especially black Americans) the right to vote. It allowed certain political parties and interests to control elections by eliminating certain types of voters. Atkinson indicates how this amendment redressed a form of economic inequity that had prohibited poor people from exercising their fundamental right to vote.

Several students also indicate interest in the Twenty-Sixth Amendment (1971) which had changed the voting age to 18. They wondered why the voting age had been changed but the drinking age had remained at 21 (in Michigan). Atkinson explained that the Vietnam War protests juxtaposed the matter of fighting and dying for one's country beginning at 18 over against being denied the right to vote before a person turned 21. The amendment rectified this inequity. States, on the other hand, retained the right to determine the drinking age. Students appeared confused by the apparent differences in age and corresponding rights but dropped the issue when Atkinson pointed out that the states maintained the right to decide the drinking age.

Atkinson had begun the lesson with the rhetorical question "Why would you refuse to sign the *Constitution*?" After the discussion of amendments, Atkinson returned to this question as a preface to a filmstrip she next introduced. The filmstrip was taken from the series *Becoming a Nation* (1976, Society for Visual Education). This episode was entitled "Forming a Nation." The stated goals addressed by the filmstrip involved (a) explaining the weaknesses of the *Articles of Confederation*, (b) considering the difficulties encountered in writing and ratifying the *Constitution*, and (c) exploring the problems Washington faced as the first president. Before running the filmstrip, Atkinson told students to focus specifically on the balance of power provisions, the need for the *Bill of Rights* to support ratification, and the struggle between the Federalists, personified by Hamilton, and Anti-federalists represented by Jefferson.

After the filmstrip concludes, Atkinson asks if there are any questions. Three or four hands wave back and forth.

> Latrice: How do we know that these people shown in the filmstrip actually looked like that? [Painted portraits of Washington, Jefferson, and others had been the visual substance of many filmstrip frames.]
>
> A: These portraits were often commissioned by the important and wealthy people. But if I were to pay to have my portrait painted, I'd want to be shown standing tall with no bags under my eyes! It's like I said earlier about biographies, they were often flat and one-sided. But more research has helped us to see that these people more multidimensionally, with their high points and low ones. We said that between 1775 and 1971, we saw amendments being made and only in 1913 did we see two in one year... [Several students call out that they had 10 in one year in 1791 and also two in 1933. Atkinson smiles and

thanks students politely.] But how did this *Constitution* get passed, that's the question. [Gary's hand goes up.] If your hand isn't up, I'm really nervous!

Kent: Can you say the question again?

A: After 1791, we only had two years when there was more than one amendment to the *Constitution*, and then only two in each of those years. Why did we get 10 in 1791?

Robert: They had many amendments, but they decided to pass them all in one year.

Elena: They needed 9 of the 13 states to ratify the *Constitution*, so they needed the first 10 amendments to get enough votes!

A: Yes. They needed to compromise to settle the debate between the Federalists and the Anti-federalists. But, as I said earlier, some of these basic rights were open to interpretation. For example, why was the right to bear arms allowed?

Brett: For military reasons. In case there was a war or a surprise attack.

A: Were there other reasons? I'm thinking about the militia. They needed an army to be ready to fight. And then what about Washington. He decided not to run for president again. But if he had, how many terms could he have served? How many say two? [Atkinson counts 18 hands] That makes me worry that so many of you say that. Emma?

Emma: The amendment to limit terms to two comes later.

A: Where does it say that?

Jerome: The Twenty-Second Amendment, 1951.

A: Not until 1951 did anyone start talking about limits on terms. Am I to believe that the number of presidents' terms before 1951 was open to interpretation? Does that mean Washington could have served until the day he died? [hands are up] Wait! Let's talk about these issues more later, unless you want to give up your recess.

Students look over at the clock. Afternoon recess has arrived. They close their books and head for the classroom door. Because it is Wednesday, students will spend time with the art teacher when they return.

Day #19 (Thursday 9 January 1992)

Today, before returning to a discussion of the *Constitution* and the *Bill of Rights*, Atkinson engages students in what she calls a digression. She has been reading the newspaper. She tells her students how amazed she is about the break up of the old Soviet Union. She has made copies of a map that appeared in a recent edition of the *Detroit Free Press* (4 January 1992; Appendix L). The map reveals how the old Soviet Union is reconfigured to demonstrate the newly formed republics. Each student receives a copy. She tells them that the map is for information only, but she wants herself and them to be aware of this recent set of changes and the names that are involved. She points out the "nations" (with asterisks) that were formed as the Commonwealth of Independent States under Boris Yeltsin's leadership.

Shifting gears, Atkinson says, "The other day we were talking about how people were nervous giving too much power to the central government. We talked about compromise. I have a diagram [holds it up] I want you to do. Do it quickly. Someone's going to ask which box to put each of the three branches of government in. You'll have no choice if you follow the directions correctly. If you don't, I get to mark it wrong." Atkinson smiles wryly indicating her challenge to students. She tells them they have approximately three minutes to work together as Tables to finish the exercise. Diagrams are passed out at each Table and students begin filling in the boxes (see Appendix M).

After several minutes, Atkinson announces that students have 45 seconds left. After a minute, she tells them to stop.

> A: There are charts in the book that help you with this assignment. Darron knew right away which one went in box number one. How did he know? [Five hands go up immediately.]
>
> Elena: There's only one branch that has two bodies.
>
> Kristine [objecting]: It could be the Judicial. The Federal court could go in one box and all the other courts in the other.
>
> Elena: No. The Federal courts would have to go below the Supreme Court, not next to it.

A: Yes. What would go below the Federal Courts?

Several students [calling out]: The local courts.

A: [providing an analogy to hierarchical court arrangements] If I had a case in the local courts that needed to be questioned, it could be debated eventually in the Supreme Court.

At this juncture, Adrienne offers an anecdote about a Supreme Court case involving the Girl Scouts of America and their debatable membership practices. Some have claimed that their practices discriminate based on gender. Atkinson explains that the Supreme Court often hears discrimination cases and the results of those cases affect many people. Because of this, Supreme Court justices are chosen very carefully. She reminds the class of the importance of the recent Thomas hearings, how his credential needed to be checked thoroughly. She then asks about the terms of Supreme Court justices. Gary knows and says that they receive life terms.

A: That means we have to be exceptionally careful about who we choose. [shifting] If you had Legislative for the first box, that's right. Which are the two houses?

Zach: Senate and House of Representatives.

A: What's the legislature's job?

Gary: Make laws.

A: Yes. Give me another branch.

Kent: Presidential.

A: What's the big body called?

Gary: The executive branch.

A: OK. Put the names in the boxes. [circles the room checking student papers] A lot of people don't seem to know the difference between the two house of Congress. What are they, quickly?

Aimee: One has two representatives from each state.

A: What's this one called?

Aimee: The Senate.

A: What's the other one called?

Brett: The House of Representatives. They choose these reps by the population in each state. The larger the population, the more reps.

James asks about how the two senators are elected. Atkinson explains that they are chosen in popular elections. She then returns to the relationship between population and house members. She argues that Michigan gains and loses house seats based largely on jobs in the auto industry. Pushing on, she asks, "If the Legislature makes the laws, what does the Executive branch do?

Emma: Sign the laws.

A: Yes, and enforcement. What about the Judicial?

Jerome: Enforcement too.

A: The Executive does that. There's some confusion here. Let's make this more clear. What is the Judicial branch?

Jerome: Judges and courts.

A: What do the courts do? [pause; students seem unsure; no hands are up]

Elena: They make sense of whether the laws are Constitutional.

A: Yes!! They interpret the law. They decide to accept, uphold, or reject the laws based on the *Constitution.*

Atkinson tells students that people work in each of the branches do very different things. She wants them to understand this thoroughly. If they miss the ways in which the branches differ from one another, the way power is divided, she contemplates giving the assignment over again until students understand the arrangement. Stressing the importance of this understanding, Atkinson asks the class why three branches of government were necessary, why one would not do as a central decision making body.

Jeb [responding]: If you had only one, then that group would make all the decisions.

Allen: Yea, one group shouldn't be allowed to do it all.

A: What if I made all the decisions as the teacher? What's wrong with that?

Adrienne: You'd have all the power--we couldn't make any of the decisions.

A: So how do we have input now?

Latrice: We can vote and write letters...[pauses]

A: We can write to our representatives. Why would this work?

Gary: We have power through our votes!

Dan: And we [the people] have lots of votes!

A: Yes!! Congressmen might not get reelected if they don't pay attention to the voters. But we have a problem: A lot of people don't vote. Apparently, it's too much trouble. But you know what? I can't just sit around and complain. I have to DO something! I have to exercise my rights by making a contribution.

Atkinson compliments them vociferously for "the good job they did on the three branches, for knowing about who does the work, and why it works this way. She then introduces a short, 10-item exercise entitled "Which Branch Am I" (Appendix M). The exercise asks students to put the correct first letter of each branch of government in the space provided to the left of the 10 items. The items include such matters as "declares laws constitutional," signs bills into law," "hears disagreements over what laws mean," "makes sure laws are executed and obeyed," and so on. After five or six minutes at this exercise, Atkinson asks the Table Managers to collect the papers and turn them into her. Students take out their social studies textbooks at Atkinson's request.

She notes that their study has taken them close to the end of the chapter. They have completed a survey but will study this period in U.S. history in much more detail in eighth grade and again in high school.

A: Why do you think adult types want you to study this so much and in so many grades? Why three times?

Darron [after yawning widely]: It has a lot to do with everyday life.

A: Yes and people know this! But some adults know less about this than you do. I'm proud of all of you! The average reading level of adult types is about fifth grade.

Darron: That's disgusting!

A: Newspaper people are worried that people will stop reading. I teach you "Newspaper" [the unit about newspapers in language arts] to read instead of just watching the news. Why do you think they always take negative viewpoints on the news?

Zeb: To catch your attention.

A: Too much sensationalism, but it sells! I want you to learn to get different points of view, to read for different positions. We're almost out of time. I want to give you an assignment. [students groan] I need you to know about President Washington. Look on page 179. What's a debt?

James: It's borrowing money that you have to pay back.

A: Yes. We're going to talk about banks. We're going to hear an argument that forms two political parties--watch [for] this closely.

With that, she asks students to read to the end of the chapter for the Monday. Safeties are dismissed to their posts and the customary clean-up exercise ensues for the remaining students.

Day #20 (Monday 13 January 1992)

As a conclusion to the brief study of the Constitutional period, Atkinson has decided to show a videotape entitled "An Empire of Reason" (1989, PTV Publications, Appendix E). She has prepared 10 study questions for students to attend to while they watch the videotape (Appendix N). The questions focus on the difficulties the Continental Congress encountered as they tried to ratify the *Constitution*. She passes out the questions to each Table and introduces the videotape. "As you begin watching, you are going to hear two people talking and the backdrop will be contemporary. But these actors and TV personalities all researched their roles very carefully and donated their time to make this film. There are funny parts in here! Pay attention to the commercials. The date is 1787, right before the ratification of the *Constitution*," she says while starting the tape.

The program traces the developments at the Constitutional Convention. Following the many debates about the relative strengths and potential dangers of central government under the *Constitution*, "The Empire of Reason" uses contemporary actors and actresses, TV personalities and newscasters to reenact this period in U.S. history. The setting is late 20th-century America, but the subject matter is late 18th century. The actors and personalities are present household names (e.g., Connie Chung, Walter Cronkite, Governor Cuomo, Phil Donahue) but the roles some of them play (e.g., Hamilton, Madison, Representative Lansing) take students back in time. Newscasters (e.g., Cronkite) present information on a network-type broadcast that makes it its business to follow the events of the convention. The program runs for one hour. Students watch attentively and occasionally write. After about 35 minutes, Atkinson stops the tape and directs students to their question sheets.

A: I really liked the way you looked at the questions and wrote things down while you watched. Before we talk about these questions, let me ask some other questions. What did they call the news network?

Theo: Continental Television Network or CTN.

A: Yes, like CNN! I liked the commercials especially. It took a lot of time to make them. Another thing, why was Donahue's audience unusual?

Several students [calling out]: All men!

Tad [normally a very quiet student]: There were no black men.

Student voice [from the front of the room, calling out]: No! I saw one in the back!!

A: That's interesting. This new *Constitution* didn't really protect or support ALL the people that fought and died for it in the War, did it? One of my favorite commercials is coming up. You'll see it tomorrow. For now [looks at the clock], I want to take a poll: How many of you were aware that the *Constitution* was so hard to ratify?

Approximately 12 hands go up.

A: Think about the ratio of pro and con states. Presently, the balance is tipped in favor of the con states. But that might change. Tomorrow you'll see one of the toughest debates. OK, safeties you're out of here. The rest of you pick up 13 things.

Day #21 (Wednesday 15 January 1992)

Monday night the wind kicked up. Six inches of snow fell in a rather short period causing snow removal crews to fall behind. At daybreak, many roads were ice-covered and slippery. School was called off for Tuesday, but resumed again on Wednesday. Today, students will see the remaining 25 minutes of the "The Empire of Reason." Before beginning where she had left off, Atkinson speaks about a short quiz (Appendix O) on this material that will occur the following day. The quiz will involve two sections: (a) being able to recall the three branches of government and what each does and (b) writing an extended essay on something they found worthwhile and interesting in the material on the *Constitution* and the *Bill of Rights*. Atkinson addresses a concern about how she will "grade" the essay questions. She tells Kent, who has asked her about it, that she will be doing some comparing and contrasting.

A: But comparing and contrasting with whom, Kent?

Kent: You really can't compare and contrast with others because we're doing different things.

Several Students [calling out]: Yea, but you [Atkinson] can compare us to ourselves.

A: Yes, you're right. So OK, what will you come up with for your essay?

Kent: I like how the bodies of government were divided.

A: [to the class] Where can he get information about that so he can write a good essay?

Janine: He can look up about how the separation worked.

A: Yes. So how can the rest of you study to do well?

Alisha: Study the part we find interesting.

A: Yes, that's how to prepare--read up on the part you find interesting. Let's review what we learned about the ratification process from yesterday. Look at your question sheets particularly questions 8 and 9 [Appendix N].

Atkinson conducts a brief review. She notes how the ratification process looks bleak for the *Constitution's* proponents. However, Hamilton will make an important speech that will change some minds (question #8). She wants students to pay close attention to this as well as the part about "Black Friday" (question #9). The tape begins. Charlayne Hunter-Gault (of the MacNeil-Lehrer News Hour) reports on the latest of the hot debates on the floor of the Constitutional Convention. The program traces, among other things, Hamilton's speech, the Black Friday confrontation in Albany, New York, the split between city and farm dwellers over ratification, John Jay's nationwide effort for a Bill of Rights, and the final victorious ratification vote. Mario Cuomo and Walter Cronkite put the conclusion--about a legacy of pluralism and democracy--to soft classical music. The credits appear. Atkinson shuts off the tape. It is recess time so they have no chance to discuss the program further. The art period follows recess.

Day #22 (Thursday 16 January 1992)

Atkinson passes out the quiz, a one-page piece of paper with two items as she had indicated the preceding day. She tells students she wants it quiet in the room during the quiz-taking process. As soon as the papers hit the desks, questions begin to arise.

Zeb: Can we spell "legislative" anyway we want?

A: Way to go Zeb! You're giving away the answers. Everyone should be giving you a big thank you!

James: Can we just list the answers to number one?

A: Yes, but you must tell me who has the power in each branch. If you give more details than that, like what each part of each branch does, then you can get extra credit.

James: All right!!

Robert: Can we spell these branches as best we can?

A: Yes, just make sure I can make sense out them.

Atkinson circles the room, huddling and whispering to several other students. After several minutes she announces that many students have asked her if they can write about more than one thing that interested them. "That's perfectly fine," she concludes, "BUT, make sure you give me at least five good sentences for one item so I know you know something about it!"

After 30 minutes, almost everyone has finished. Three students continue working on their quizzes. Students, who have finished, work on a creative writing assignment (in commemoration of Dr. Martin Luther King Jr.) they received before they began their history quizzes. By the time safeties are dismissed to their posts, everyone has completed the final essay question. Direct consideration of the American Revolution and Constitutional period has come to an end. Next students will consider the push westward, Lewis and Clark, the Louisiana Purchase, and the displacement of the Native-American cultures. Atkinson has noted that this will be a brief unit. She wishes to concentrate more on the one that will follow it: the "mistake" of slavery and the Civil War. This remains one her favorite periods in history. It does so, she claims, for its poignancy, pathos, and its deep human rights' lessons.

F. Assessment of Student Learning

The influence Atkinson produced over student learning will be assessed with regard to the goals she articulated for the unit in particular and, to a degree, for social studies in general (at least to the extent that the latter overlap with the former). The data on student learning derive from a number of sources: (a) a K-W-L instrument (Ogle, 1986; Appendix B) completed by most of Atkinson's 26 students (K-What do I know about the American Revolution? W-What would I like to know? and L-What have I learned?), (b) extended interviews from a selected sample of six students conducted both before and after the unit (Appendices C and D), (c) student written work (tests, assignments, etc.), and (d) and analysis of their activity in the classroom relative to specific lessons. I will present the data in this sequence.

K-W-L Assessment Data

The K and W sections of the form are completed by students prior to the unit and the L section follows the unit. Using the instrument (originally designed as a strategy for reading comprehension and assessment) in this way allows for a method of understanding how students' thinking about a topic, in this case the American Revolution-Constitutional period, has changed (or not) over time. The results of analyzing the responses on the form are helpful but inconclusive for reasons that will become apparent.

Table 1 (Appendix P) presents a list of names, events, general ideas, and cause-effect relationships cited by Atkinson's students as they filled in the K section of the form. A majority of her students (16 of the 22 responding) knew something about the historical period. However, of these 16, over half the responses (11) were quite general in nature. "It was a revolution" or "a war" and "it happened around the 1700s" or "a long time ago" were common responses. Five students recalled George Washington, two mentioned Thomas Jefferson, two mentioned the Boston Tea Party, and two listed the *Declaration of Independence*. All of these responses were simply presented in a recall fashion without elaboration. Three other names--John Adams, Deborah Sampson, and Abigail Adams--were also recalled. Six students indicated the presence of cause-effect relationships related to the reasons for the conflict (e.g., a war for freedom, independence; started over taxes on tea). Although two students apparently thought the English were fighting for freedom, perhaps this appeared as a reference to the French and Indian War. Six of the 22 students said they knew nothing or very little.

Table 2 (Appendix P) outlines all the questions that the 22 respondents asked. As the Table indicates, "everything" or "anything" was a response levied by more than half (12) the students. The questions represent a fairly broad range of interests many of which were addressed during the unit. Several females were interested specifically in the contribution of women toward the revolutionary war effort. Seeds for these questions had been planted earlier by Atkinson. She made a point to focus some specific attention on the historical role of women in previous units on American history. When occasions warranted it, she would also speak of the evolving nature of women's roles from a contemporary perspective as well. She argued that many of her female students, and a number of males, found this topic quite intriguing, hence the questions. Because the Table lists all the questions students generated and therefore are easily accessible, I will move on to discuss the L section data (see Table 3 in Appendix P), results compiled a week after the unit was completed.

One way to read these student responses involves remembering which ideas and key terms Atkinson had stressed recently. For example, 10 of the 22 respondents listed the three branches of government, 8 made reference to and described the struggle over ratifying the *Constitution*, 6 mentioned that the *Constitution* required ratification in order to be adopted, and 5 mentioned the

Constitution. These were not only key ideas, events, and relationships stressed by Atkinson; a prolonged consideration of them had occurred the week prior so they appeared fresh in students' minds. Such recent consideration was not however the case for the role of women during this period. This takes us to second method for understanding the K-W-Ls, which involves noting issues Atkinson stressed in number of ways throughout the unit.

Nine students, six of whom were females, made general mention of the role of women in the war period. Four students referred to the contribution women made to the colonial victory, although no one recalled any of the women by name. On several occasions during the unit Atkinson had stressed the role women had played while noting also how they often had been denied direct participation both in the war itself and in the political process. She seemed insistent on pointing out "patriarchal advantages" whenever she found an opportunity. In fact this served as the focus of a dialogue acted out by two students and subsequently discussed by the entire class on Day #16. Atkinson tried to sensitize her students to the historical disparities in role status and power, frequently tying them to present practices. The relatively significant recall of ideas related to this issue suggests that she obtained some success.

A third avenue to take in considering this K-W-L data involves understanding the brief amount of time Atkinson set aside to have students fill in the L section of the form. Behind schedule (due in large part to her absence during the middle of the unit) and anxious to push on to another topic on her agenda for the day, she allowed students to write for only 10 minutes. Five students indicated that "I learned everything I wanted to know" and left their response at that. One student wrote, "We've already reviewed this in class" and turned his paper in to Atkinson. Generally speaking, with the exception of references to the Boston Tea Party, the *Constitution* (three branches of government, ratification struggles), and the role of women, recall and description of events and cause-effect relationships were expressed in quite sparse and general terms. As such, the responses probably underrepresent what students knew or how well they understood the historical period. A more revealing method for understanding what students learned can be gleaned from an analysis of the data generated by the extended pre-and post-unit interviews with six students. I turn next to this analysis.

Student Interviews

Six students from Atkinson's class were interviewed in depth a week prior to the beginning of the unit and again a week after the unit concluded (see Appendices C and D for the Structured Student Interview protocols). Atkinson was asked to use achievement scores and her personal judgment to select two higher achievers, two mid-level achievers, and two lower achievers, one of each gender to create a sample range. Table 4 (see Appendix P) displays the results of the interview responses which are as close to verbatim summaries as possible. The Table lists the pre-unit and post-unit questions by pairs. The questions for each interview were almost exactly the same with the exception that, in the post-unit protocol, four questions were added (#1-3 and #28). For presentation purposes, I divide the protocols into two parts: Knowledge (#1-17 on the pre-unit; #4-20 on the post-unit) and Disposition (#18-24 pre-unit; #21-27 post-unit) subsections.

One of the most common responses to the pre-unit questions in the Knowledge Section was "I don't know" or "I'm not sure." With the exception of only several pre-unit questions, half of the students or more responded with this reply. When they did offer more substantive answers, many admitted that they were guessing. Several students (notably James, Elena, and Robert) did have some prior knowledge about the period, but that knowledge was scattered and appeared somewhat disconnected. When they did display some understanding of specific events or people, they were asked where they learned about them. Typically, they reported parents, vacations they had taken to historical sites (James particularly), television, and a smattering of prior historical study in earlier units and prior grades as the principal sources. A number of the guesses students took reflected logical historical deductions (e.g., that the patriots or colonists won the war, that after the war the colonies became the United States). Other guesses reflected either naive understandings or conflations with earlier historical periods (e.g., see James's recall of early colonial leaders in pre-unit #11). None of this should be surprising for these students had not yet studied U.S. history in any systematic way prior to fifth grade. One would not expect that they would have much understanding of a period which probably seemed as remote to them as the biblical Genesis account.

Although the persistence of the "I don't know" reply was not entirely eliminated by the time of the post-unit interview, it was reduced. Students, in general, demonstrated an enhanced understanding of the period, the people involved (see especially post-unit #14), the nature of events, and the causal relationships. They displayed a particularly strong grasp of the role British tax policy played in the escalation of the conflict and the production of colonial rhetoric (i.e., in the phrase "no taxation without representation" and in the *Declaration of Independence*). Their knowledge of events following the war itself also expanded considerably (see post unit #16-18). This was particularly the case with regard to their ability to recount circumstances surrounding the *Constitution*, the *Bill of Rights*, and the ratification process (see post-unit #18 and #20). This most likely attests to the emphasis placed on this period by Atkinson herself and by the subject's recent treatment.

In general, the growth of knowledge and understanding about the period as whole also attests to Atkinson's success at reaching her goals related to helping students develop a grasp of the decision-making trials and challenges faced first by the colonists, and then later by the new nation. Granted, there remained some contraindicators to growth and understanding: Janine seemed in many ways unaffected by her exposure to the story of the American Revolution (later admitting a lack of interest in history; see post-unit #28), some misunderstandings persisted (e.g., Aimee's confusion about who the actors were in the Boston Tea Party, that "the British dressed up as Indians"), and some students were still unsure about certain events (see post-unit #19 on the *Articles of Confederation*). However, these examples were the exception rather than the rule.

Atkinson's emphasis on "more than one side to an issue" surfaced in students' responses to questions about how King George felt toward the rebellious colonists. This question offers some insight into the colonial bias students manifested as well as their degree of empathy with a different perspective. Prior to the unit, three students noted that the king became angry, two students said he had a right to be angry, and two said that he had raised taxes so he had no right to complain (halfway through the question, Aimee changed her position; see post-unit #8). Janine indicated that she was not sure and several others gave general responses such as the king thought the colonists were bad citizens. After the unit, answers to the question had changed measurably: four students immediately said that the king thought the colonists were being unfair, four said he was angry and had a right to be (including Janine and Aimee), two said that he thought he was doing well by trying to reduce the war debt, and three said that he had no right to be upset (including Aimee and Janine who seemed to want things both ways). A degree of empathy for different viewpoints also surfaced in post-unit #8a. Here, four students thought that the Boston Tea Party was both a good *and* a bad idea. These four students noted that it was good because it helped bring independence, but that it was bad because it resulted in the Intolerable Acts and the eventual warfare.

The shift in pre-unit #8 to post-unit #11 responses and the answers provided in post-unit #8a suggest that Atkinson's efforts to teach empathy and appreciation for different perspectives during the period leading up to the war may have influenced students. Her considerable stress on this theme makes this interpretation seem quite reasonable. Students' interest in the struggle over ratifying the *Constitution* and the different perspectives related to it (see post-unit #28) also suggests that Atkinson was successful in her desire to spread an appreciation for the nature of opposing viewpoints. This appreciation surfaced in the Disposition section as well.

In general, there was only a slight change from pre-unit to post-unit responses for the Disposition section questions. In dilemma situations (pre-unit #18 and post-unit #21), a majority of students favored talking out a solution to the problem, a practice frequently advocated by Atkinson. Majority rule and reaching consensus were suggested, as was the mandate to make the solution fair and equal. A number of students did suggest that if a solution could not be obtained, it would be advisable to seek an adult to arbitrate. With regard to differing opinions in class (differing both with other students and Atkinson on history issues), the six students were unanimous in their conclusion that differences were acceptable (see pre-unit #19-20; post-unit #22-23). Both before and after the unit, several students suggested that one could check history books to obtain evidence to support their point of view. Students also made references to disagreeing frequently, that opinions depended on perspective, that history could be facts but also contained opinions, that Atkinson encouraged students to have different opinions and to speak about them, and that people have a right to their opinions. Only one student (Jerome; see post-unit #22) stated flatly that a teacher or historian could provide answers to solve for differences of opinion. In general, the responses to these question clusters imply an embrace of the importance of Atkinson's maxim concerning different positions on issues and may reflect the influence of her participatory classroom ethos. However, it is certainly possible that other factors (e.g., home environment) also played a role.

Responses to question clusters that explored dispositions toward social action and community service (pre-unit #21-22; post-unit #24-25) indicate that students possessed a number of overlapping ideas about improving their local community and nation as a whole. Students were evenly divided concerning their preferences for improving the locality or the country. Most did seem willing to pursue their suggestions regardless of where they would begin, although several indicated they were not quite sure what to do and one student thought that it might be too risky to improve the country.

Before the unit, four students stated that they preferred working in groups, four said they preferred working with a partner, and two said they enjoyed working alone. The duplication of responses resulted from the perception expressed by Jerome and Aimee that their selection depended on the assignment. Following the unit, only two preferred groups, five indicated a preference for pairs and the same two students, Jerome and Aimee, said that working alone was sometimes helpful. The students who shifted their selections noted that working in groups can sometimes create too much confusion when people disagree. This latter response may point to the nature of Table arguments that had occurred in some lessons during the unit involving games (e.g.

the Jeopardy exercises). However, this is difficult to determine. It may also say something about students' concern for the lack of efficiency that can characterize democratic deliberations, a concern sometimes shared by Atkinson (e.g., on her "nondemocratic days").

When students were asked to explain about how they thought important decisions should be made in class, they overwhelmingly chose a voting procedure. Several mentioned the concept of democracy as they spoke of voting. Again, "talking over the issues" reappeared as a choice in addition to majority rule. Students were pushed to indicate how they felt about choosing *what* they were to learn. Before the unit, three students said that some decisions, such as those concerning what was to be learned, could be made by the teacher. Following the unit, Elena noted that sometimes the teacher could choose, but that she would do well to consult the students beforehand and Robert conceded that the teacher should be able to make decisions about what students were learning. The other students continued to recommend the voting procedure. All six students did seem to manifest a fairly strong sense of participatory democracy that they believed should involve them.

All six students also reported finding the unit interesting (post-unit #28), although two said that parts of the unit left something to be desired. They noted that the struggle to ratify the *Constitution*, the war itself, the Boston Tea Party, and the immersion into studying the branches of government all, to varying degrees for each student, piqued their interests. Aimee found the unit "sometimes hard to follow" which is understandable given the complex nature of events and the break in flow of the unit due to Atkinson's illness.

Three remaining questions dealt with defining history, its pedagogical rationale, and its application to life away from school (see post-unit #1-3). All six students defined history as what happened in the past. Four students qualified this with "important things that happened." James and Robert provided an immediate rationale for studying history by noting that it helped us learn from our mistakes. This idea was one that Atkinson mentioned with some frequency and it appears in several lessons during the unit. When asked specifically to provide a rationale for learning history in school, Elena and Jerome also suggested a similar reason in that it "helps you to correct the problems of the past." These two students, plus James, indicated that studying history can help you understand others as well as current events. These remarks reflect Atkinson's stress on the relevance of history for making sense of our personal and collective heritage and for the decision-making process. With regard to history's application for life away from school, some responses became rather general and others more utilitarian as post-unit #3 answers indicate.

In summary, student responses to questions on the Knowledge Section show a growth in both the amount and sophistication of students' understanding of the period covered by the unit. Although several students brought some prior knowledge to the unit, these students did demonstrate added growth as well. It is reasonable to assume that Atkinson's curriculum mediation practices played a role in these changes. Atkinson's contribution to students' dispositions toward a democratic participatory ethos, however, are far less clear. Students' reactions to the questions in this section indicate that their ideas appear consistent with Atkinson's goals and the sort of classroom environment she wishes to create. This may suggest at least a correlational relationship. But other factors such as parental attitudes and previous teachers may have also played a role in creating the dispositions students reflected in their answers. Atkinson, having seen a number of the responses, believed that her role was the most instrumental.

Tentative conclusions about the degree to which classrooms and teachers influence student attitudes toward the goals of participatory, democratic social action (as espoused by social educators; see Parker & Jarolimek, 1984), have surfaced in the research review literature (Angell, 1991; Armento, 1986; Ferguson, 1991). These reviews point out how investigators routinely have had difficulty designing studies that clearly demonstrate teacher-classroom influences. To some degree the problem stems from the fact that the influences of the classroom ethos have longitudinal characteristics that are difficult to assess. However, some studies do point to a fairly strong relationship between a democratic ethos and growth in students' dispositions toward participatory social and political involvement (see again Angell, 1991). Atkinson's case may well be another example of such a relationship. For additional discussion of this issue as it relates to both Atkinson's and Palmer's case, see VanSledright (1992b).

Student Assignments and Tests

Before analyzing student assignments and tests, it would be useful to examine Atkinson's assessment practices and what she had to say about them as a means of connecting them with her classroom activities and goals. When asked about her assessment practices, Atkinson stated that she used several methods, formal and informal. As a beginning teacher she took advantage of information "pretests" provided. More recently, this practice had given way to assessing the interests, knowledge, and understanding which students bring to a unit or topic--and continued to build throughout it--by way of classroom discourse, conversations, and discussions. She suggested that the latter practice seemed more efficient to her in discovering "which kids had real breadth" and which ones did not. She could begin a unit with a series of thought-provoking questions and press students to respond (Day #1 is a good example). About this she said, "I'm hearing things differently and I don't think I'm losing anything. I may very well be. Ignorance is bliss. I think I've got more energy to hear and probably more experience at this age to pull it together than I did when I started out trying to use any kind of device I could get to pretest my kids."

With regard to assessing student progress during a unit, Atkinson indicated that she adjusted her teaching to accommodate growth and development in her students. It became a form of ongoing assessment. She described it this way:

> I'm watching as well as listening to them. I'm looking to see how many people I have responding in any way, shape, or form and I need to go through and sometimes spice up something, I need to ask one of those questions that we've referred to earlier so that I've got everybody able to come up with an answer. The easiest answers are the answers that you can read and find. But if I'm not having people taking risks, then I've got to go back and build a little confidence and then go beyond. I think in here there's a certain amount of apprehension. Sometimes I'll take a hand and sometimes I won't take any hands at all because they're psyching me out and I'm psyching them out in the fact that certain people raise their hands all the time and could literally take over my class. Sometimes I'll pull names out of a saltwater taffy box. Sometimes I'll do numbers. They've all got a number too. I can say 17. I've got some cutesy ways that I can draw people in and build some apprehension. Such as, "I'm going to ask a question. Please do not raise your hand." That means anybody out there is fair game. By

> fifth grade, they've learned to watch you. You're either a teacher who's calling on people whose hands are raised or you're calling on people whose hands are not raised. If I'm calling on people whose hands are not raised, then your best bet if you don't know anything is to raise your hand. So I need to change the realm of how I involve a lot so that they can't predict what I'm going to do next. And hopefully there'll be some friendly apprehension in here. "You better keep up with her because Lord knows where she's headed next." I like that style of teaching. It works with fifth graders who are as bright as I, if not brighter. I need to have some control somewhere. Assessing by a variety of types of questions is important to me. Throw out something. See who's responding, how they're responding and then I'm assessing as to whether or not there's a need. Sometimes things I try just go flat. Now, am I going to reteach? Am I going to come up with a different strategy? Am I going to let it go and say it's not really worth it? I'll spend [more of] my time and energy on the next section. Then maybe I'll try to spiral it back in later. I think you're constantly watching them for feedback.

Here Atkinson again stressed the importance of assessing in an oral manner, keeping track of how students responded, and took risks with the questions she asked. She looked for ways in which she could draw students into discussions and tap their knowledge and interests, getting them to take risks without embarrassing them. She also used the discussion format to model the questioning, problem-solving process and to assess the degree to which students could engage in it. Finally, the discourse generated by the discussion approach provided a floor upon which to wrestle with the demands of constructing and maintaining the democratic classroom community she valued. What students said and how they argued during these oral exchanges became her way to assess community growth and development.[4]

At the end of the unit, she also assessed using differing strategies. She used publisher-supplied tests infrequently. "I'll test maybe every five or six units, test meaning a standardized book-type test," she noted. She used these tests (when she did) primarily to give her students some exposure to the multiple-choice format, a format they would encounter in middle school. The Silver Burdett and Ginn test she used at the end of the American Revolution unit served as a case in point. She wanted her students to have exposure in this sort of test-taking experience. The school district pursued a policy forbidding the use of letter grades in elementary school. This enabled her to use the standardized test as a practice run without the compulsion to grade in the traditional fashion. It did, however, give her a general sense of what students knew.

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[4] It is important to note again here that Atkinson placed limits on this discussion approach. Her class was not always "participatory."

She also relied on the high school or college "Quiz Bowl" format as an assessment method. Students would be asked to write the questions. She would then mix in a number of her own. For a class session or two, the Tables (of students), while cooperating intensely among themselves at a given Table, would compete against each other for points, much the way two schools compete against each other on the television program. Students, she said, enjoyed this method immensely and wrote excellent questions. Using an essay-style test also fell within her assessment repertoire. She described her practice this way: "I will sometimes give them a blank piece of paper and have an essay question that's a little off the wall, along with two or three things that are main concepts that I wanted to get at. [It's] like a more humanistic blue book. What you're doing is giving them one [question] that you know, by virtue of the fact that they were in that class during the discussion, that they should be able to pull together, and you're giving them another one that's higher level thinking." At the conclusion of her treatment of the Constitutional period, Atkinson used one such essay test. We turn now to an analysis of students' responses to several of these assessment activities.

There are three sources of assignment and test data from which an analysis can be drawn: the "filmstrip quiz" given midway through the unit, the publisher's test students took at the end of Chapter 7, and the essay test just alluded to. I consider them in this order. Although Atkinson used "worksheets" with some frequency (a large number of them while the substitute was teaching), she used them, for the most part, to augment the teaching and learning process, rather than as assessment tools. Most were not collected or "graded." They did form the basis for several discussions and as methods for writing and collecting notes as a source of content for later study. Because Atkinson did not evaluate them and provided no criteria for doing so, I do not consider them here as sources of assessment data.

Twenty-two students took the "filmstrip quiz" given during lesson #9. Four students were absent that day. Seven students obtained scores of 75% or better (9 or more correct of 12 items) while another seven received scores between 50% and 67%. Six students had scores of 42% (5 correct of 12 items). One student had a score of 25% (3 correct) and one student obtained a 17% score (only 2 correct). The quiz consisted of 12 multiple-choice items derived from the filmstrips that the substitute had shown in the days preceding the quiz. Several of these filmstrips were taken from a National Geographic Series on the American Revolution (see Days #2 through #8). The quiz itself was drawn from the worksheets that accompanied the Singer Filmstrip series (Appendix F).

When she returned from her illness, Atkinson said very little to her students about this quiz. It appeared not to count much as an assessment tool. One might conclude that its purpose involved assisting the substitute in maintaining some decorum in the classroom during Atkinson's prolonged absence. Atkinson had received some feedback about classroom events during her illness and worried about what to have the substitute assign students. The substitute, as noted, seemed to have a limited interest in U.S. history and proceeded through Atkinson's lesson plans in a rather lockstep manner. Students tended to mirror the substitute's lack of interest, a fact that no doubt found its way back to Atkinson's bedside. Atkinson's goal with the filmstrip quiz seemed to hinge more on classroom management than genuine assessment. Her treatment of the quiz (or lack thereof) on her return supports such an interpretation. That students fared somewhat poorly on this exercise lends credence to the idea that the substitute's lack of interest in the subject matter and the disjuncture between the some of the filmstrips shown and the actual origin of the quiz (in a different series) were mitigating factors.

At the end of the American Revolution section of the unit, Atkinson assessed her students' knowledge of the period with a test taken from the Silver Burdett and Ginn series (Helmus et al., 1988). Apparently this was one of the two or three units during the year in which she used this style of unit-end assessment. (In the preceding unit, student assessment occurred using the "Quiz-Bowl" strategy. At the end of her treatment of the Constitutional Period, and Chapter 8 in the text, Atkinson employed a short-answer essay assessment instrument which will be discussed momentarily.) The test consisted of 35 multiple-choice items and five short-answer questions referred to in class as essays (Appendix I). Students were required to write answers to three questions. They could also elect to address the other two as well; these then became "extra credit" items. The first section of Table 5 (see Appendix P) depicts the results of an analysis of student scores on the multiple-choice sections.

The multiple choice questions assessed essentially recognition-recall of facts taken straight from sections of the book (Chapter 7). Section A required straight factual recall-recognition while Section C provided a short piece of written text (taken directly from the textbook) and asked students to answer 15 items based upon it. As indicated in the lesson where the administration of this test is described, Section A listed page references for the items, enabling students to check their answers against the textbook and argue with Atkinson about alternative answers. (I have no record of any students taking advantage of Atkinson's offer to debate items that they got wrong on the test. But to know her students suggests that some most likely availed themselves of this opportunity at a time when I was not present.)

The results on the multiple-choice part of the test were mixed. Many students did reasonably well, but others did quite poorly. The average score for the class was 27.4 (78%) and the median score was 28.5 or 81%. *If* one were to use a "criterion-mastery" level of 80% (the level often suggested by proponents), then close to half of the students would need to restudy and retake the multiple-choice section of the test. Because letter grading was prohibited by district policy, Atkinson scored the tests by listing the results at the top of the paper in the form of a fraction (e.g., "33/41," which included two points for each of the three "essay" questions plus any "extra credit" points earned). Next to the fraction, Atkinson, depending on how well or poorly the student did, would write, "Good work!" or "This was an excellent test! I'm really impressed! or "Yo, Theo! What happened? Let's talk about how much study time you put in!"

Most students wrote two- and three-sentence responses to the essay questions. These essay questions asked for little more than recall of key events and short explanations of what had occurred. Most student responses reflected this request. For example, all the students who chose to answer the first question (16 of 23), received full credit (2 points) from Atkinson. A common response to the first question (meaning of "no taxation without representation") went, "They ment [sic] that they were taxing them when they had no say in it or no vote" or "They ment [sic] Britain taxed them without letting the colonies have representatives to vote yes or no to the taxes." Of the 20 students who responded to question 2 (women's role in the war period), 14 received two points, one student received one and one-half point, and four students earned one point. A representative, full-credit response to this question went, "They [women] supported the men at war. Like to bring water to them. Write poems and letters for them. Some women evean [sic] dressed up as men and fought in the war."

Twelve students chose to answer the third question (role of blacks in the war period). Of those 12, 5 received full credit, 1 earned a point and a half, and the remaining student earned one point. One two-point answer included references to their roles as slaves and as fighters on both sides of the conflict: "The Blacks fought for both British and colonist [sic]. They fought for British because they were promist [sic] freedom. Black slaves fought and Blacks that weren't slaves fought!" A partial-credit answer read, "The blacks in the revolution, they helped serve as minutemen and soldiers." Atkinson had said that she was looking for the more expansive, thorough answers. These emerged as "two-pointers." Two students elected number 3 as an extra credit question, but only one received any credit (one point).

Of the five questions, number 4 (on the motives of the loyalists) elicited one of the fewest responses, a total of eight as a first choice and five as an extra credit selection. Two students choosing it as one of the required questions received the two-point maximum. The remaining six received partial or no credit. One complete-credit response went, "The reason why not all Colonists wanted to be free was that Britan [sic] had treated them well in the past and they knew Britan would defend them well" [emphasis in the original]. Question 5 (Washington's plan for winning the war) elicited nine first-choice responses and four extra-credit ones. A two-point answer read, "Washington's plan was to tier [sic; tire] out the British so that they would either surender [sic] or be much easyer [sic] to beat." A one-point response suggested, "By winning the battle of Yorktown with the help of the French."

When the results from the essay questions are added to those from the multiple choice items, the overall mean raw score and median score improve somewhat (see Table 5, Appendix P). Although the mean score climbs from 27.4 to 32, the mean percentage remains constant, suggesting that the essay-question responses did little to boost the class average. However, the median raw score jumps considerably from 28.5 (81%) on the multiple-choice sections alone to 36 (88%) when the essay scores are added. One interpretation would involve noting that, for those students who were already doing reasonably well on the multiple-choice questions, their essay questions (including the extra credit points earned) helped increase their scores substantially. For those in the middle range on the multiple choice items, the essay questions helped them equally as much. Fifty-six percent of the class now achieved a score of 80% or higher, and if we use a 75% criterion, 65% had scores there or better. But this still leaves a sizeable group below the 75% point, essay responses notwithstanding.

We need to remember that Atkinson seldom used these chapter tests. When she did, she stressed them as a practice exercise in preparation for middle and high school, not as a genuine form of assessment. She probably would have preferred not to use these tests at all. But placing what she perceived to be the needs of her students ahead of her own preferences brought these occasional excursions into the domain of multiple choice testing. Moreover, because Atkinson did not need to worry about grading per se, she felt the ongoing assessment practices (discussion, in-class conversations, personal encounters with students) were more authentic and practical for her. She maintained that they were the most valuable sources of information she used to construct ideas about her students as learners. An essay approach to assessment in social studies, linked as it often was to language arts (another of her subject matter affinities) seemed also more conducive to her style. As noted, she ended the Constitutional Period with this approach to which we now turn.

Atkinson asked students to write responses to two questions dealing with her treatment of the *Constitution* and the struggle over the *Bill of Rights*. She called this assessment exercise a quiz. The first question called for a description or depiction of the three branches of government and those with power and responsibility in each branch. The second question asked students to explain about something that they had found interesting during the course of the American Revolution-Constitutional Period unit. Table 6 (see Appendix P) depicts how students responded to each of the questions. All the students but two gave accurate and complete responses to the first question according to Atkinson's standards.

A majority of the students provided quite sophisticated responses to the second question. Here are several verbatim samples.

> Katrina: I found the Boston Tea Party interesting because of when I think of a tea party I think of people sitting around drinking tea, not a pack of Boston men boarding British ships dressed as indians and throwing over 342 chess of tea overboard when a man (in this case Sam Adams) giving the signal.
>
> Emma: I learned how hard it was to make decisions in the colonies. How all the disputes were done about this new nation. Not that they just made something, they even messed up. How hard asking yourself "Is this document worth it for this nation? Will I be free?" How the pressure of the future pulled at you, and how the new nation would react.
>
> Darron: I found the struggle to ratify the *Constitution* interesting. I enjoyed the debating and constantly conflicting personalities and ideas of the Federalists and anti-Federalists. I also thought the reasons both had to ratify or not to ratify the *Constitution* were very good and the reasons why states chose to ratify it or not, esspiacally New York, were interesting. One thing that surprised me was that more than 9 states chose to ratify it because the seemingly dominant opposition. Another thing that was surprised me was how little information the book had on ratification. I learned most of it from the movie. I think the debates during that time were some of the [best] in history.
>
> Jean: I can't really think of anything except voting and I kind of like it. I like it because it's neat the way it works, and I don't like it because "kids" can't vote. Kids have rights too! I also learned the government branches. That was fun!

These sorts of responses were common. The ones given here reflect only the more articulate versions. Atkinson's stress on voting, problem solving, and decision making emerge more clearly in this open-ended assessment question than almost anywhere else in her assessment practices save in the classroom itself. In the classroom, as the vignettes of daily activities indicate, students participated in a form of discussion with some frequency. Because her primary goals represented learning about a process and engaging in it, her reliance on essay questions and ongoing, daily classroom assessment appeared to serve her purposes more adequately than standardized paper-and-pencil tests. The symbolic messages she conveyed to her students about these preferences played out in how students responded differentially to her assessment activities.

Building a goal structure on a process, where knowledge claims serve as the issues around which the process turns, makes the chapter test, for example, a poor substitute for the dilemmas a teacher can generate in a classroom discussion. Faced with the prospect that her students would encounter multiple-choice tests in middle and high school, Atkinson felt obliged to give them exposure to this test-taking practice. Moreover, she wanted her students to "know their history" and to do well on these tests (as a possible predictor of future success), but she realized that the tests did little to measure the goals most important to her. Her heart beat closer to how students defined interest in the material, how arguing about issues, taking sides, and playing devil's advocate provided motivation for learning the stuff of history. Once motivated in this way, Atkinson felt convinced that her students, while not remembering every historical detail, would come to appreciate how history affected, and continues to affect, their lives as citizens of a democracy. The essay question responses, like the student interviews, suggest she achieved some success in realizing her goals. But this success does not come without some sacrifices, and these sacrifices cause at least a moderate amount of consternation in committed teachers. Atkinson is no exception. This will be at least part of the focus of what comprises the following discussion.

G. Discussion

Atkinson's goals can be summarized by citing her frequent references to constructing a classroom in the spirit of a participatory, democratic ethos. For Atkinson, that ethos is characterized by a context in which individual rights and personal responsibilities are often at issue, discussion of issues proliferates, knowledge claims are understood as tools which give substance to the process, and reflective decision making and informed action are desired dispositions.

How does she mediate the history curriculum to serve these purposes and how does it influence what her fifth graders learn? Before replying to this question, it is important to note how difficult it is to understand and interpret the more intangible elements defining Atkinson's democratic classroom ethos. Unlike measuring students' retention of historical facts and details with a chapter test, the goals Atkinson lives by defy such measurement. However, taking up residence in Atkinson's classroom for an extended period provides a significant amount of evidence for making the claim that she succeeds with her fifth graders. That realization coupled with the understandings her students describe (in the interviews and on the open-ended essay question) offer the basis upon which to reply to the question. If this study were longitudinal in nature and followed the 26 students over the course of say the next 8 to 10 years, then perhaps the traces and manifestations of a democratic ethos inscribed in those students by Atkinson could be more thoroughly explored. However, this prospect remains only hypothetical. We must rely on the qualitative evidence at hand.

In a number of ways, Atkinson's social studies teaching approach and classroom organization embody what Barr et al. (1977) refer to as the reflective inquiry tradition. Atkinson's emphasis on opposing viewpoints, problem solving, and decision making, where claims to historical knowledge serve as a starting point rather than ends in themselves, point to this tradition. Some scholars in social studies education (e.g., Hunt & Metcalf, 1968; Shaver, 1987) would see Atkinson's approach to teaching history as constructive and helpful for young learners who lack much significant prior experience with chronologically arranged U.S. history. They would argue that in many ways she represents a model elementary school social studies teacher in that her reliance on reflective inquiry into key historical issues helps foster critical citizenship dispositions, a prominent goal of social studies education. Her ability to link history with present concerns and the personal lives of students (e.g., debating citizen rights and responsibilities under the *Constitution*) would earn praise. But to end here would be misleading.

Atkinson also embodies a number of characteristics of the other traditions and approaches (see Martorella, 1985) as well. For example, her use of textbook recitations could be understood as exercises in knowledge transmission. At this level, one might argue that she favors what Barr et al. (1977) refer to as citizenship transmission. Critics might say that Atkinson communicates history as undisputed facts located in a Eurocentrically oriented textbook. As such, she teaches an uncritical appreciation of historians' knowledge claims while fostering a narrow view of citizenship as unreflective acceptance of cultural traditions embedded in those historical claims. Evidence from the classroom indicates that several lessons lacked critical disputation of the subject matter at hand even when opportunities to debate it clearly existed. Additional evidence suggests that Atkinson manifested some of what Martorella (1985) termed the human relations and development approach to teaching social studies. Part of Atkinson's definition of social studies focuses on "the social." In interviews she spoke of the importance of social interaction in her room and the need for the overall human development of her students. Her concern over what interested her students, who they were as individuals, and what made them what they were suggests that she could be characterized by this type of orientation.

To draw these conclusions says several things. First, application of these methods for classifying teachers lacks some validity once Atkinson, the teacher, is understood within the context of her classroom at Greenwood School. Second, and perhaps another way of saying the same thing, Atkinson's curriculum mediation practices imply that she is far more an eclectic than an embodiment of any one tradition or orientation. And third, to put it still another way, the best case can be made for interpreting Atkinson's gatekeeping approach to social studies as turning on a range of values and attitudes toward education. These might include an interest in the child as context-dependent learner, history as a discipline but also as a tool for problem solving, the usefulness of argumentation and discussion, and the power of reflective decision making, rather than any singular approach or orientation. However, to embody this sort of variety is to create tension, particularly when several values appear to conflict.

Atkinson cognizantly walked a fine line between a set of opposing expectations concerning what it meant to teach social studies to fifth graders at Greenwood Elementary School. On the one hand, Atkinson lived and breathed a particular definition of democracy, one from her perspective which values wrestling with ideas sometimes devoid of fixed properties and one that ultimately demands action (e.g., active, reflective participation) for the benefit of the community (in her case, the classroom and school). This definition questions the nature of authority, makes decision making problematic, and is often time-consuming and onerous in practice. I once heard her say to her students, "I want to teach you how to argue with your parents and win. And that goes for the principal here at school too." To teach her students to argue in this way required using the subject matter of history (be it U.S. history or the more immediate history of the classroom) in a different manner, a manner that involved treating it as a tool in service of the argument itself. To learn to argue and negotiate also requires a significant time commitment. Classroom sessions devoted to the discussion of issues raised by the study of history often involved large portions of the hour for the consideration of only one key point (e.g., the status of women during the war period). Students would engage deeply, but content coverage would suffer.

In contrast to this definition and the activity it inspired was the more traditionally defined nature of role responsibility and organizational authority found at Greenwood and the larger community it served. Teachers were considered knowledge sources. Knowledge, presented in the authoritative stories of teachers and textbooks, was to be transmitted to students. Coverage, in the case of history, was crucial; district curriculum guidelines for fifth-grade social studies said as much and, to a degree, middle school teachers expected to receive students from elementary school who were knowledgeable. The principal's job at Greenwood involved (among other things) encouraging (sometimes pressing) teachers to follow the guidelines and exercise their roles as knowledge purveyors. Children needed to have knowledge and be ready for the rigors of life beyond elementary school. Fifth-grade teachers like Atkinson felt this press almost daily.

Atkinson spent a considerable amount of energy traversing the shaky bridge connecting these opposing expectations. She had democratic and nondemocratic days as she put it. Her approach to teaching and curriculum mediation reflect this vacillation. In some social studies lessons, issues would be discussed. In other lessons, they would not. Time was seldom on her side and her extended absence exacerbated the press she experienced in the unit. The classroom lesson vignettes reveal that, on occasion, she would begin a discussion, find her students interested in exploring the issue, notice the clock, and somewhat abruptly shift gears to the another topic. Atkinson was interested in the students' contributions to each lesson. However, she was also aware that she needed to retain the authority to move her students through the material, so it turned on a matter of degree. She seemed willing on occasion to push at the boundaries of the traditional, less participatory ethos that typically called for a more linear and structured approach to subject matter at Greenwood. For this reason she frequently mentioned her misgivings about having me observe in her classroom. She wondered how I might react to how seriously she took sharing responsibility for the direction of lessons with her students. She worried about what I (or other "visitors") would think when she encouraged her students to question, to argue from an opposing side of an issue, and to explore their own interpretations and curiosities, particularly when this meant that her "coverage plans" would be temporarily derailed. One way to read her teaching practice involves understanding how she moved back and forth across the edge of potentially incommensurate expectations, self-imposed and otherwise.

How did the more traditional expectations coupled with Atkinson's democratic vision play out in the lives of her students? The classroom lesson vignettes suggest that students embarked on principled discussion and were at some points able to participate in directing the course of classroom events and lessons. For example, on Day #1, Atkinson made interpretations of terms such as the Boston Tea Party and the Boston Massacre problematic, opening them up to scrutiny over their political ramifications. This practice eight weeks later found its way into Katrina's account of what she found most interesting about the unit. During Day #12, Aimee challenged and succeeded in changing the rules of the review game played in that class session. Day #18 brought an extended discussion of the "mistakes" and problems associated with the *Articles of Confederation* and the emerging *Constitution* focusing on the difficulties in establishing a relationship between centralized power and human rights. General classroom discourse implied that the students believed their opinions and ideas mattered and that they had the power to affect the decision-making process, sometimes to a fault (e.g., in some students' attempts to usurp the power of decision making after several days with the substitute).

Analysis of the post-unit interviews suggests that students not only reflected a reasonable grasp of the historical period in question, but also conveyed an initial sense of the presence of differing sides to issues, the nature of argumentation in connection with these issues, and an appreciation of that process for application in daily life. These same themes emerged in the open-ended essay quiz as the sample verbatim accounts indicate. While it is likely that Atkinson was not the sole influence on these responses, the data suggest that she may have played an important enhancing role, in that she attempted to create an environment where the ability to engage in such responses was valued and expected.

Although difficult to ascertain in any conclusive fashion, the evidence seems to support the assertion that Atkinson was successful at communicating many of her goals to students. She accomplished this despite a number of symbolic messages to the contrary, messages that tended to countermand her goals particularly when time became of concern. Atkinson intended to bring life to a participatory definition of democracy (Barber, 1989; Gutmann, 1987). She did so in the context of a school and organizational community that valued a somewhat different conception, one defined more or less narrowly by a commitment to the will of authority rather than to the active involvement of all members of the community (see Weissberg, 1974, pp.175-182).

Bringing this participatory definition into her classroom along with spending the time-consuming activities that its practice required, detracted comparatively little from what students learned about the American Revolution-Constitutional period as interview and assessment data suggest. Granted, students could have retained more specific information (details, events, causal relationships) about the historical era, but such is the nature of the gatekeeping or curricular mediation practice: emphasizing one set of goals may preclude the attainment of others. From another angle, one might argue that to address content coverage goals *and* try to build a participatory learning community simultaneously are difficult practices at best: both efforts suffer. This may imply that the assumptions which underlie both goals are incompatible. For more on this issue of incompatibility, see Grant and VanSledright (1991) and VanSledright (1992b).

Atkinson's goal frameworks and the way in which she pursued them raises the perennial and roundly debated question about what should count as the most appropriate curriculum and teaching goals for social studies in elementary school. The case of Sara Atkinson and her fifth graders at Greenwood gives us a classroom example upon which to key necessary arguments. Providing a "case in point," no doubt, became at least one pivotal reason why Atkinson conceded to participate in the study. Another would be that, because it involves discussion about humanistic and community concerns (i.e., about what is good for our children), it remains consistent with her own educational philosophy and teaching goals.

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Appendices

Appendix A

Structured Teacher Interview*

This interview is designed to help me understand what you do and why you do it when you teach social studies. The questions are arranged to progress from general background and philosophy through your approach or orientation to social studies to questions about the American Revolution unit, and then on to some particular issues.

It may be helpful to clarify some terms that will be used frequently: goals, content, teaching method or approach, and assessment or evaluation. Goals refer to the student characteristics or outcomes (knowledge, skills, values or attitudes, dispositions to action) that you seek to develop through your teaching. Content refers to what is taught. Instructional method or approach refer to how the content is taught--the ways that the students get information, the kinds of teacher-student discourse that occur, and the kinds of activities and assignments that are used. Assessment or evaluation refer to your attempts to measure the levels of success achieved--what you attempt to assess and what methods you use to do so. This includes both assessment of the progress of the class as a group (i.e., assessment of the degree to which you have been successful in accomplishing your goals as the teacher) and assessment of the accomplishments of individual students (as a basis for grading and perhaps also for instructional decisions).

In answering the questions, please note whether or not your views on the issues have changed over time. If they have, please tell how and why.

Your Background and Philosophy

1. Formal education.
    a. Bachelor level (major, minor)
    b. Master's or other advanced degrees

2. Significant non-degree educational experiences that have affected your approach to teaching (independent reading, inservice activities, professional organizations, etc.)

3. Years of experience at various grade levels.

4. How has your background influenced your understanding and approach to teaching social studies? Give examples where appropriate.

5. How did you happen to develop your special interest in social studies?

Philosophy and Approach to Teaching

6. What is the role of elementary-level (K-6) education? What should it accomplish with students?

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* Adapted from "Teacher Interview Questions" protocol (Brophy and VanSledright, 1990).

7. What are the key features of your role as a teacher at your grade level (in general, not just in social studies)?

8. Describe your approach to teaching (in general, not just in social studies). What themes, theories, or descriptive labels will help me to understand how you approach your teaching and how you differ from other teachers?

9. Is there anything else that should be noted about your general background and philosophy of teaching?

Your Approach to Teaching Social Studies

Goals

1. How do you think about social studies as a school subject? (What is it, why is it taught, what are its main purposes and goals at the K-6 level?)

2. What are your main goals for students in teaching social studies?

3. Other than the particular knowledge content covered in each of your units, are there more general knowledge goals that you address in your social studies teaching across the school year? If so, what are these knowledge goals and how do you address them?
4. Are there general skills goals that you address in teaching social studies across the school year? If so, how do you address them?

5. Are there general value or attitudinal goals that you address in teaching social studies across the school year? If so, how do you address them?

6. Are there general citizen action goals or other goals that involve building dispositions (i.e., dispositions to take action in certain situations) that you address in teaching social studies across the school year? If so, how do you address them?

7. Have you seen statements about social studies purposes and goals or suggested curriculum guidelines that have been published by the National Council for the Social Studies or other social studies organizations? If so, what do you know about them? Do they affect your teaching?

8. Have you seen goals statements or curricular guidelines published by the state of Michigan? If so, what do you know about them? Do they affect your teaching?

9. Does your district have social studies goals or curriculum guidelines? If so, what do you know about them? Do they affect your teaching?

10. Does your school have social studies goals or curriculum guidelines in addition to those of the district? If so, what do you know about them? Do they affect your teaching?

11. Do you know anything about the philosophy that went into the development of the social studies series that you use, such as the authors' thinking about the purposes and goals of social studies? If so, has this knowledge

affected your teaching in any way?

12. Are you aware of contrasting views about the nature and purposes of social studies or how social studies should be taught? How would you describe yourself as a social studies teacher or contrast yourself with teachers who take different approaches?

Content Selection

13. Time for social studies teaching is limited, so that you cannot both address all of the many topics that may be worthy of consideration and also address each topic in sufficient depth to develop good understanding. How do you manage this breadth v. depth dilemma?

14. What criteria do you use in deciding what social studies content to include or emphasize and what content to omit or de-emphasize?

15. Do you include certain content because of external pressure rather than because you think the content is important? (i.e., pressures from state or district policies, testing programs, parents, etc.) Do you exclude certain content because of such external pressures?

Content Organization and Sequencing

16. What is the basis for the organization and sequencing of the social studies content that you will address during the year?

17. In addition to the structure of content within units , is there any spiraling or other organization of content that involves sequences or linkages across units?

Content Representation

18. What sources of content do you use to provide input to students (your own explaining or story telling, a textbook, other print sources, films or other media, direct experience with artifacts or other objects of study, etc.)?

19. What principles do you follow when presenting content to students via explaining or story telling? Do you do anything to focus the students' attention on key ideas or to help them organize the material around these key ideas?

20. What sorts of props (photos, maps, diagrams, material on the overhead projector, artifacts, etc.) do you use to illustrate or provide examples of what you are explaining?

21. Do you ask questions before, during, or after your presentations? If so, what kinds of questions, and for what purposes?

22. Do you teach skills as well as knowledge in social studies? If so, do you teach some of these skills directly rather than just provide opportunities for their development through work on activities and assignments? If you do teach certain skills directly, which skills are they?

Teacher-Student Discourse

23. What forms of teacher-student discourse are emphasized during whole-class lessons and activities (e.g., recitation of facts and definitions; checking for understanding; discussion or debate of alternative explanations, predictions, or policy positions; brainstorming solutions to problems or issues; discussion of linkages of content to the students' lives outside of school)? Do certain of these forms of discourse appear mostly in particular types of lessons? Are there changes in the kinds of discourse that occur as you work through a unit or through the school year?

24. Do students sometimes interact with peers in pairs or small groups to engage in cooperative learning activities or in discussions, debates, or other activities that feature student-student discourse? Explain.

Activities and Assignments

25. What purposes or roles do activities and assignments play in your social studies teaching? What kinds of activities and assignments are included, and why?

26. What principles or criteria do you use to decide on what activities or assignments to include? What makes good activities better than the alternatives?

27. Are there particular processes (artistic construction, discussion, debate, writing, research, simulation, etc.) that you include frequently in your activities and assignments because you think that they are especially valuable for promoting learning? Explain.

28. Do you try to integrate social studies with other subjects? If so, how does this influence your activity or assignment choices? What advantages and disadvantages does such integration entail?

Assessment and Evaluation

29. Do you assess students' entry level of knowledge about unit topics as you begin units? If so, how do you make such assessments and how do you use the information in teaching the units? Explain.

30. Do you assess progress during units? If so, how? Do you adjust your teaching in response to the assessment information? Explain.

31. At the end of a unit, how do you assess the extent to which you have accomplished your unit goals with the class as a whole? Why do you prefer this method to other methods?

32. How do you assess the performance of individual students to provide a basis for accountability and grading? Why do you prefer this approach to alternatives?

33. Do you try to assess progress toward general goals that cut across units? If so, give examples of such goals and how you assess such progress.

34. What would your students tell me if I asked them in June what were the most important things they learned in social studies this year?

Understanding, Critical Thinking, and Decision Making

Writings about social studies teaching often stress that students should understand what they are learning (i.e., not just memorize it without understanding it), should think critically about it, and should apply it in decision-making contexts.

35. What does it mean to you to say that students understand something? Do you try to teach for understanding in social studies? If so, what aspects of your approach are included with this goal in mind?

36. What does it mean for students to think critically about what they are learning? Does your approach include features designed to teach students how to think critically about what they are learning or to provide them with opportunities for doing so? Explain.

37. Does your approach include features designed to teach students how to make decisions or to provide them with opportunities for doing so? Explain.

Analysis of the American Revolution Unit

1. What are your main goals in teaching this unit? What knowledge, skills, values/attitudes, or dispositions do you want the students to acquire as a result of it?

2. Is the unit built around certain content and key ideas? If so, what are these?

3. How have you selected and organized this content? Explain specifically how it has been organized and why?

4. How do you represent this content to students? What different methods or approaches do you use?

5. What role does teacher-student discourse play in this unit?

6. What do the students usually know about the unit's content even before you begin to teach it? Do the students usually have some accurate prior knowledge of key ideas or other topics in the unit that you can build on? If so, give examples and tell how you build on this knowledge.

7. Are there some key ideas or topics about which the students usually have little or no prior knowledge, so that you have to help them develop an initial idea? If so, give examples and explain how you help them to develop initial ideas.

8. Are there key ideas or other topics about which students are likely to have naive conceptions or other prior "knowledge" that is distorted or

incorrect? If so, give examples and explain how you attempt to address and correct these misconceptions.

9. Are there any noteworthy activities or assignments included in this unit?

10. What role do critical thinking and decision making play in this unit? Examples of such student activities?

11. How is this unit similar to or different from other units taught in fifth-grade social studies? Do you teach this unit differently in particular ways? If so, what are they? Does your philosophy or approach change from unit to unit, and if so, how?

Miscellaneous Questions

1. How do you respond to individual differences in student knowledge or ability? Do you expose different students to different content, activities, or assignments? Do you use different methods of assessment or different grading standards for the most v. the least able students?

2. How do you try to make the social studies content meaningful and interesting to students?

3. Do your students ever ask why they need to know some of the things being taught in social studies? If so, what do you tell them? Give specific examples.

4. Can you relate examples of times when you found out that something wasn't working in your social studies teaching? In each example, what made you decide that change was needed and what did you do?

5. Most students in the primary grades cannot read and study efficiently enough to acquire significant information through reading. This is true of some students in later grades as well. If you cannot rely on independent study as a major source of preparation for all or some of your students, how do you compensate? How do you see that nonreaders get sufficient social studies information?

6. Students often lack experience with or even background information about many topics covered in elementary social studies, so that one often must plan in terms of developing an initial idea about the topic rather than in terms of cuing relevant background knowledge that will be extended or applied. Is this a significant problem at your grade level? Can you give examples of where you encounter it and how you respond to it?

7. To what extent do your students need physical examples, photos, or other concrete representations of things that lie outside their experiences to date? Give examples of social studies content taught at your grade level that students are not likely to understand unless they are exposed to such concrete examples.

8. Certain concepts and generalizations are too abstract for students at particular ages to understand in any complete or integrated way, although they may be able to understand certain simplified forms or examples

meaningfully. Are there social studies concepts or generalizations taught at your grade level that most of your students can grasp only partially if at all? If so, explain examples of this problem and what you try to do about it.

9. It often is argued that children's interests should be taken into account in selecting topics, examples, and activities. Have you tried to do this in developing your social studies curriculum? If so, give examples.

10. It often is argued that children (especially in the primary grades) need to represent their learning through multiple modalities (not just talk about it) if they are to develop complete understanding. Consequently, teachers' manuals often call for having students draw or paint, construct murals or displays, engage in pantomime or role play, stage dramas or pageants, and so on. Do you believe that such artistic, dramatic, or multisensory learning activities are essential to a good social studies curriculum? If not essential, are they desirable? Is there anything important that they bring to the program that wouldn't be brought through more typical activities and assignments built around content-based discourse (recitation, debate, discussion) or writing assignments (worksheets, research reports, critical analysis and synthesis)?

11. Some argue that elementary students should be shielded from unpleasant realities, so that elementary social studies curricula should avoid content that is controversial or that might be upsetting to students. Others view this an unnecessary overprotectiveness and argue that social studies content should portray the social world as it is, without avoiding or sanitizing its unpleasant aspects. What do you believe? Why? How does this affect your teaching?

12. Opinions vary on what sources of input are most suitable for elementary social studies. Some prefer to stick with textbooks and other nonfictional sources of information that provide mostly impersonal accounts of general concepts or ideas. Others would retain the factual emphasis but communicate as much as possible in story form, emphasizing personalized accounts of actual people or events that exemplify the general concepts or ideas. Still others would extend this to include children's literature, emphasizing factually based but nevertheless fictional stories. Finally, some would include myths, fables, folklore, and other purely fictional sources. Where do you stand on these issues of impersonal text v. personalized stories and purely factual v. partially or wholly fictional sources of social studies input? Why?

13. Elementary social studies series typically follow the expanding communities organizational framework. Many are satisfied with this framework, but many others would like to get rid of it. What do you know about this controversy? More generally, what are your views on the pros and cons of the expanding communities framework?

14. Social studies textbooks grades 4-6 are commonly criticized as being parade-of-facts compendia that address too much breadth (they cover too many topics) in not enough depth (they fail to develop important topics in sufficient depth to promote understanding). Do you agree with this assessment? If so, how would you change these texts? What would you

retain and emphasize, and what would you delete?

15. Some argue that elementary social studies teaching should emphasize an inquiry approach in which students learn to develop information in much the same ways that social scientists do. Others argue that this is premature for elementary students, and that elementary social studies should emphasize basic social knowledge and skills needed for understanding and functioning in everyday life. What do you believe? Why? How does this affect your teaching?

16. What about the values aspects of social studies teaching? Some argue that certain values are basic and universal, so that they should be inculcated in students systematically. Others argue that students should learn to think critically about the values aspects of issues, but should be allowed to determine for themselves what values they should embrace. What do you believe? Why? How does this affect your teaching?

17. Some argue that across-subjects integration should be emphasized because it makes for more natural, holistic learning. Others argue that much of what is done in the name of integration has only trivial value for teaching one or more of the school subjects involved, and they fear that too much emphasis on integration will damage the coherence and thrust of the curricula in the various subjects. What do you believe about across-subjects integration? Why? How does this affect your teaching?

18. Some believe that elementary students at particular ages and grade levels are pretty much the same as they always were. Others believe that social mobility, television, and other aspects of modern society are producing children who are different in many ways from the children of the past, so that a different kind of elementary social education is needed for them. What do you think about this? How do today's kids differ from those of 10, 20, or 30 plus years ago, and what does this imply about elementary social studies?

19. Some argue that elementary social studies should be mostly history (and to a lesser extent, geography and civics), much as it was before we began including so much content drawn from the social sciences (sociology, economics, anthropology, psychology). Others believe that this social science content is just as important and appropriate for elementary students as the history, geography, and civics content is, so they would like to retain the approximate balance that exists at the moment. What do you think? Should we keep the content balance roughly as it is? Should we reduce the social science content in order to teach more history? Or what?

20. Is there anything else that should be noted about how elementary social education could be improved?

Appendix B

K-W-L SHEET

The American Revolution

Question 1: What do I know about the American Revolution?

Question 2: What do I want to know about the American Revolution?

Question 3: What have I learned about the American Revolution?

Appendix C

Pre-Unit Student Interview Protocol
The American Revolution

1. The original 13 colonies in North America were settled mostly by English people and were ruled by England. But later they became an independent country--the United States. How did that happen?

2. For a long time, the colonists were happy to think of themselves as English and to be ruled by the English king. However, later they changed their minds. Why?

3. What were some of the problems caused by the French and Indian War?

4. The colonists' slogan was "No taxation without representation." What does that mean? (Probe extensively).

5. What was the Boston Tea Party? (If the student knows, ask: "Why did they dump the tea into the ocean instead of just taking it home with them?"). Do you think it was a good idea to do this?

6. What was the Declaration of Independence?

7. What was in the Declaration of Independence--what did it say?

8. The colonists wanted to break away from England because they thought that the king was treating them unfairly. What do you think the English King George thought about the colonists?

9. Did all of the colonists want to break away from England, or just some of them, or what? (If student says just some of them, ask: "Well, if people disagreed about what to do, then what happened?")

10. Eventually, the Revolutionary War started and fighting broke out between English soldiers and American patriots. Do you know what happened and why?

11. Who were some of the leaders of the American Revolution? (Probe for specifics on at least two)

12. Who were some of the women who participated in the Revolution? (Again, probe for specifics on at least two)

13. What happened after the war was over?

14. After the Revolutionary War, the 13 colonies had become the United States. The land and the people were still the same, so what had changed? How were the 13 United States different from the 13 colonies? (Probe for specifics).

Conditional follow ups (if student does not answer #14 fully):

14a. Who was the person (or persons) in charge of the colonies before the revolution? (If student says the governor, ask who was in charge of the governor).

14b. After the revolution the colonies became the United States. Who was the person(s) in charge of them then? How did this person(s) get to be in charge?

15. How did the people form a government for their new country called the United States? What did they do?

16. Have you ever heard of the Articles of Confederation? If so, tell me what you know about them. (Probe extensively)

17. What is the Constitution of the United States? Tell what you know about it. (Probe extensively: Who wrote it, Why was it written, What is in it, etc.)

18. If there was an argument at recess between some of the kids in this class and some other fifth-graders about who was going to use the tennis courts, how do you think it should be handled? (Probe, ask for the "why" and where they learned about it)

19. What happens if you have a different idea about what happened in American history than other kids in class? (Probe)

20. What happens if your idea about American history is different than Ms. Teacher's? What happens then? (Probe)

21. If you got involved in making this neighborhood or community a better place than it is now, what would you do? (Probe)

22. If you got involved in making this country a better place than it is now, what would you do? (Probe)

23. When you do assignments for class and to hand in to your teacher, which do you prefer--to work alone, with a partner, or in groups? (Probe)

24. How do you think important decisions should be made here in this class? (Probe) How about at home? (Probe)

25. What do you think about this interview? Why do you think I'm asking you all these questions?

Appendix D

Post-Unit Student Interview Protocol
The American Revolution

1. What do you think history is? (Probe extensively)

2. Why do you think they teach you history in school? (Probe extensively)

3. How might learning history help you in your life away from school? (Probe)

4. The original 13 colonies in North America were settled mostly by English people and were ruled by England. But later they became an independent country--the United States. How did that happen?

5. For a long time, the colonists were happy to think of themselves as English and to be ruled by the English king. However, later they changed their minds. Why?

6. What were some of the problems caused by the French and Indian War?

7. The colonists' slogan was "No taxation without representation." What does that mean? (Probe extensively).

8. What was the Boston Tea Party? (If the student knows, ask: "Why did they dump the tea into the ocean instead of just taking it home with them?"). Do you think it was a good idea to do this?

9. What was the Declaration of Independence?

10. What was in the Declaration of Independence--what did it say?

11. The colonists wanted to break away from England because they thought that the king was treating them unfairly. What do you think the English King George thought about the colonists?

12. Did all of the colonists want to break away from England, or just some of them, or what? (If student says just some of them, ask: "Well, if people disagreed about what to do, then what happened?")

13. Eventually, the Revolutionary War started and fighting broke out between English soldiers and American patriots. Do you know what happened and why?

14. Who were some of the leaders of the American Revolution? (Probe for specifics on at least two)

15. Who were some of the women who participated in the Revolution? (Again, probe for specifics on at least two)

16. What happened after the war was over?

17. After the Revolutionary War, the 13 colonies had become the United States. The land and the people were still the same, so what had changed? How were the 13 United States different from the 13 colonies? (Probe) Conditional follow ups (IF student does not answer #17 fully):

    17a. Who was the person (or persons) in charge of the colonies before the revolution? (If student says the governor, ask who was in charge of the governor).

    17b. After the revolution the colonies became the United States. Who was the person(s) in charge of them then? How did this person(s) get to be in charge?

18. How did the people form a government for their new country called the United States? What did they do?

19. Have you ever heard of the Articles of Confederation? If so, tell me what you know about them. (Probe extensively)

20. What is the Constitution of the United States? Tell what you know about it. (Probe extensively: Who wrote it, Why was it written, What is in it, etc.)

21. If there was an argument at lunch recess between some of the kids in this class and some other fifth-graders about who was going to use the soccer field, how do you think it should be handled? (Probe, ask for the "why" and where they learned about it)

22. What happens if you have a different idea about what happened in American history than other kids in class? (Probe)

23. What happens if your idea about American history is different than Ms. Teacher's? What happens then? (Probe)

24. If you got involved in making this neighborhood or community a better place than it is now, what would you do? (Probe)

25. If you got involved in making this country a better place than it is now, what would you do? (Probe, then ask: Which would you rather get involved in improving, the country or the community or both? Why?)

26. When you do assignments for class and to hand in to your teacher, which do you prefer--to work alone, with a partner, or in groups? (Probe)

27. How do you think important decisions should be made here in this class? (Probe) How about at home? (Probe)

28. Did you think learning about the American Revolution and the Constitution was interesting, or not, or what? Tell me what you thought about studying this history. (Probe)

29. What do you think about this interview? Why do you think I'm asking you all these questions?

Appendix E

References For Materials Used In The Unit

Printed Material:

Primary textbook: *The United States Yesterday and Today*. (1988). Morristown (NJ): Silver Burdett and Ginn.

Supplementary textbook: *Our Country's History*. (1981). Austin (TX): Steck-Vaughn/Scholastic.

Audiovisual materials:

America: Colonization to Constitution. (1972). Washington (DC): National Geographic Society.

An empire of reason. (1989). Kent (OH): PTV Publications.

Becoming a nation. (1976/1978). Chicago: Society for Visual Education/ Singer Corp. AV Series.

People of the American Revolution. (1986). Washington (DC): National Geographic Society.

Appendix F

How Observant Are You?

1

Directions: Based on what you saw in the filmstrip, answer the following questions.

1 What did a city in the American colonies look like?

2 How did members of the British Parliament dress?

3 From what nation did England win a huge amount of land west of the 13 colonies?

4 How did the settlers moving west protect themselves from Indian attacks?

5 Under the Stamp Act, on what kinds of things were colonists required to pay a stamp tax?

6 Why did the English soldiers make such easy targets for the colonists?

7 What were some ways the colonists protested the Tea Act passed by Parliament?

8 What did the inside of a wealthy American's house look like?

9 How did a successful American merchant dress?

10 From the scenes of Boston shown in the filmstrip, what was the city's main business?

11 In the filmstrip, what various means of transportation were used?

12 What means did colonists use to light their homes?

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DAY #2

Making Comparisons

2

Directions: Listed below are statements that describe some cultural practices of the American Colonists. Put an S by customs that were similar to those in England, and put a D by those that were unique to the colonists and different from their English heritage.

___ 1 We recognize George III as our king.

___ 2 Most of us are Protestant.

___ 3 Some of us think of ourselves as Americans.

4 We elect men to represent us in colonial assemblies.

___ 5 Some of us belong to the Sons of Liberty.

___ 6 Most of us speak English.

___ 7 Some of us boycott English goods.

8 We live under the laws of England's Parliament and the laws of our colonial assemblies.

___ 9 We permit slavery in all the colonies.

___ 10 Our colonial governors share power with our colonial assemblies.

11 We believe in trial by jury.

12 We believe in government by law.

13 We have a lot of wilderness to explore and settle.

___ 14 We have French, German, Dutch, Swedish and people from many other nations living here in the colonies.

15 We pay English taxes.

16 We have problems with our Indian neighbors.

17 We believe in private ownership of property.

18 We tolerate colonists of many differing religious beliefs.

19 We could not vote for members of parliament.

20 Many colonists own their own land.

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Pyramiding Your Knowledge

Directions: Complete the pyramid by filling in the blanks with the correct answer to the information missing from each of the numbered sentences.

1 As a result of the French and Indian War, France lost most of its claims to the continent of __?__ (give abbreviation).

2 In 1773, some colonists in Boston boarded English ships and threw cargoes of __?__ into the harbor.

3 After the English closed the port of Boston, other colonies helped Boston by sending the people __?__ and supplies

4 In 1765, a new law required colonists to buy a __?__ every time they signed a legal document or bought something made of paper.

5 In 1776, the King of England was King __?__.

6 The Sons of __?__ wanted the colonies to be independent of England.

7 Colonial newspapers called the incident in which English soldiers killed five Bostonians a __?__.

8 The Tea Act permitted the __?__ __?__ Company to sell tea more cheaply than other companies.

9 England's law-making body was called __?__.

10 In 1774, representatives from all over the colonies met at a __?__ Congress to discuss the problems with England.

1 ________

2 __________

3 ____________

4 ______________

5 ________________

6 __________________

7 ____________________

8 ______________________

9 ________________________

10 __________________________

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T17

Who Am I?

4

Directions: In the blank space next to each numbered sentence, write the letter of the person most likely to have made the statement. There are more choices than there are quotations, and some choices may be used more than once.

____ 1 "I was in the mob that attacked the Peggy Stuart."
____ 2 "I tried to stop the English from taking over our western hunting grounds."
____ 3 "I voted for the Tea Act."
____ 4 "I forbid the colonists from moving into the territory we won from France."
____ 5 "I was hit by the snowballs of an angry mob in Boston."
____ 6 "I lost my trading post when it was destroyed by English soldiers."
____ 7 "I stayed in the home of a wealthy Boston ship-owner when I was sent to the colonies."
____ 8 "I was strongly opposed to the Stamp Act because it hurt my business."
____ 9 "After the Tea Party, England's punishment of my city nearly drove me out of business."
____ 10 "I was elected to represent South Carolina at the Continental Congress."
____ 11 "After the Boston Tea Party, I was forbidden to meet and make laws for my colony."
____ 12 "After the port of Boston was closed, I sent food to help my neighboring colonists survive."
____ 13 "Parliament passed a law in 1773 to save my business."
____ 14 "The English are looking for me because my group has been protesting the new tax laws."
____ 15 "I needed the cooperation of Parliament to punish Massachusetts for challenging royal authority."

A. A Boston shipping merchant
B. A Virginia slave
C. An English soldier
D. A Massachusetts Assemblyman
E. An Annapolis sailor
F. A New York farmer
G. A French soldier
H. An East India tea merchant
I. A member of Parliament
J. Pontiac
K. A French fur trapper
L. A North Carolina lumberman
M. A Pennsylvania newspaper editor
N. King George
O. A Son of Liberty

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Understanding Cause and Effect

5

Directions: Under each question is a list of explanations that may or may not help explain the answer. Put a check mark next to the reasons you think help explain the answer and be prepared to defend your choices. There may be more than one answer.

1 Why did the colonists gradually begin to feel like Americans rather than English subjects?

____ **a.** The colonists elected representatives to Parliament.
____ **b.** The colonies were far away from England.
____ **c.** The colonists had their own legislative assemblies.
____ **d.** The colonists adopted French and Indian customs.
____ **e.** Most of the colonists became Catholic.
____ **f.** The colonists had no role in passing English laws.

2 Why did the English Parliament decide to tax the colonies by passing the Stamp Act?

____ **a.** The English had lost a costly war to France.
____ **b.** Parliament thought it was time for the colonists to start paying for mail service.
____ **c.** The colonial representatives in Parliament were in the minority and didn't have enough votes to defeat the proposed tax.
____ **d.** Parliament expected the colonists to help pay for the French and Indian War.
____ **e.** Since the colonists had boycotted tea imports, Parliament decided to try a new tax.

3 Why did English soldiers kill five Bostonian colonists in 1770?

____ **a.** To frighten the colonists into obeying the Stamp Act.
____ **b.** To punish the colonists for the Boston Tea Party.
____ **c.** To defend themselves against an angry mob.
____ **d.** To stop merchants from smuggling goods into Boston.
____ **e.** To carry out orders from King George to kill members of the Sons of Liberty.

4 In 1763, why did King George forbid the colonists to move westward beyond the Allegheny Mountains?

____ **a.** Lands west of the Alleghenies belonged to France.
____ **b.** A war with France was going on in that area.
____ **c.** The area was claimed by Spanish explorers, Coronado and Ponce de Leon.
____ **d.** The Indian tribes in that area were attacking English settlements.
____ **e.** He planned to establish reservations for Indians in the territory west of the Alleghenies.

5 Why did the Massachusetts Assembly stop meeting in 1774?

____ **a.** Parliament didn't like the laws that colony was passing.
____ **b.** Most of the representatives were arrested by English soldiers.
____ **c.** Most of the fighting between France and England took place in Massachusetts that year.
____ **d.** Parliament forbade the assembly to meet.
____ **e.** The colonists were being punished for boycotting lead, paint, and glass.

6 Why did English soldiers want to arrest members of the Sons of Liberty?

____ **a.** Led by Chief Pontiac, the Sons of Liberty were attacking English settlers.
____ **b.** The Sons of Liberty wanted the colonists to be independent of England.
____ **c.** The Sons of Liberty encouraged colonists to boycott English goods.
____ **d.** The Sons of Liberty opposed English taxes.
____ **e.** The Sons of Liberty encouraged lawbreaking against the English, as in the Boston Tea Party.

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Checking Chronology

6

Directions: First, read all 15 statements listed below. Then, put the events in chronological order by writing a number 1 by the earliest event that happened, a number 2 by the next event to occur, and so on. When you have finished, read the sentences in numerical order to be sure your choices produce a story that makes sense.

____ **A.** So, in 1765, Parliament passed the Stamp Act.

____ **B.** The tax on tea became even more of an issue when Parliament passed a law allowing the East India Company to sell tea below market prices.

____ **C.** In just 11 short years, the relationship between England and the 13 colonies was nearly strained to the point of war.

____ **D.** Because of this destruction of property, Parliament decided to teach Massachusetts a lesson.

____ **E.** This time, when the colonists boycotted English goods, Parliament repealed all the taxes except the one on tea.

____ **F.** The road to colonial resistence of English rule began with the conclusion of the French and Indian War in 1763.

____ **G.** To help pay off this debt, Parliament decided to raise money by requiring the colonists to pay new taxes.

____ **H.** To protest this law, the Boston Sons of Liberty held a tea party.

____ **I.** Two years later, however, Parliament placed a tax on lead, paint, glass, and tea.

____ **J.** In that war, England defeated France and won France's territorial claims in North America.

____ **K.** In 1774, the port of Boston was closed, and the Massachusetts Assembly was forbidden to meet.

____ **L.** Dressed as Indians, they threw all the East India Company's tea into Boston harbor.

____ **M.** In spite of victory, the war cost England a lot of money and put England in debt.

____ **N.** Parliament's punishment of Boston helped unify the colonists into calling a Continental Congress.

____ **O.** When the colonists resisted this tax on paper and legal documents, they succeeded in getting Parliament to repeal it.

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Post-Test

Directions: Circle the letter of the correct answer.

1 On which one of the following items were colonists not required to pay a tax stamp?
a. marriage license
b. paint
c. newspaper
d. playing cards
e. will

2 Which of the following events happened last?
a. the tax on lead and glass
b. the revolt led by Pontiac
c. the closing of Boston's harbor
d. the Boston Massacre
e. the attack on the Peggy Stuart

3 To protest Parliament's new tax laws, the colonists used which of the following techniques most successfully?
a. repealing English laws
b. shooting English soldiers
c. moving west into Indian territory
d. supporting the French and Indians
e. boycotting English goods

4 Which of the following was part of the English heritage colonists brought with them to the new world?
a. self-government
b. Catholicism
c. slavery
d. toleration of religious differences
e. free public education

5 The person most likely to be strongly opposed to the Tea Act was:
a. a North Carolina lumber trader
b. an East Indian tea merchant
c. a South Carolina tobacco farmer
d. a Boston tea merchant
e. a Pennsylvania iron miner

6 Which of the following statements is false?
a. England won the French and Indian War.
b. Parliament refused to repeal the tax on stamps.
c. The Boston Massacre occurred in 1770.
d. The colonists had to provide English soldiers with room and board.
e. Each of the 13 colonies had its own legislative assembly.

7 Pontiac was:
a. a Son of Liberty
b. an East India tea merchant
c. the King of England
d. the leader of Parliament
e. a supporter of the French

8 Parliament shut the port of Boston in response to:
a. the Boston Massacre
b. the Tea Act
c. the destruction of East India tea
d. the French and Indian War
e. the Continental Congress

9 The presence of English soldiers in the colonies made the colonists mad because:
a. the soldiers lived off the colonists.
b. the soldiers lost the war with France.
c. the soldiers stopped the Boston Tea Party.
d. the soldiers enforced the Stamp Act.
e. the soldiers supported the Indian uprising.

10 A sign that the colonists were feeling more like Americans and less like English subjects was:
a. their call for a Continental Congress.
b. their destruction of East India tea.
c. their refusal to buy English goods.
d. their defiance of the King in moving west of the Alleghenies
e. all of the above

11 A colonist who belonged to the Sons of Liberty favored:
a. higher taxes
b. the Boston Massacre
c. King George
d. independence

12 Resistance to the tax laws of Parliament centered in:
a. the breadbasket colonies.
b. the trading colony of Massachusetts.
c. the western frontier.

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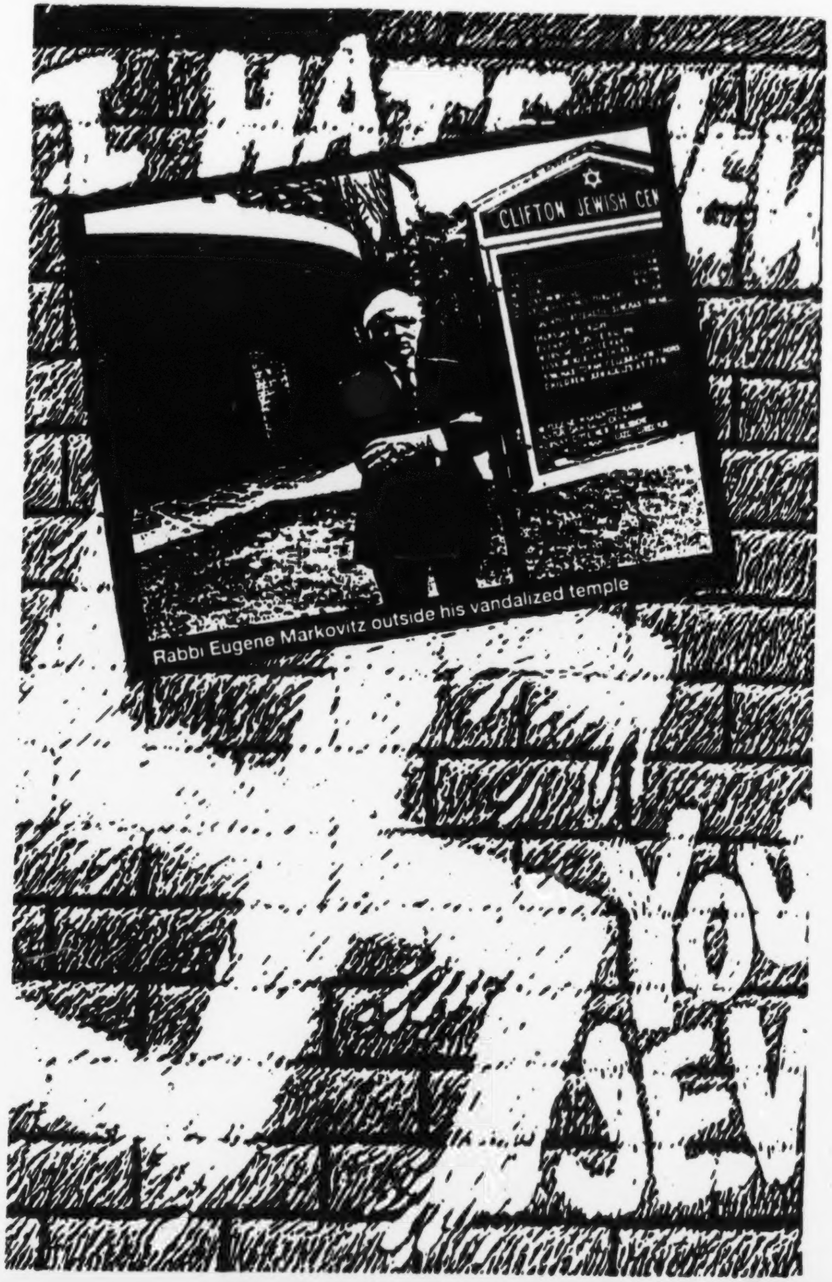

Rabbi Eugene Markovitz outside his vandalized temple

The Man Who Said No To Revenge

The boys had acted through blind prejudice. He was determined to open their eyes.

In Clifton, N.J., the night before Halloween is known as "Mischief Night"—a night to play pranks, give folks a little fright in the dark.

On Mischief Night in 1988, three boys paid a visit—uninvited—to the home of Clifton's Jewish leader, Rabbi Eugene Markovitz.

The boys, all 13 or 14, brought along a can of shaving cream. One of them, Mike,* used it to scrawl a message on the rabbi's garage: "___ You Jew Bagel." But Mike didn't use a dash.

Johnny and Peter, the other two boys, took turns next. One wrote: "I Hate Jews," and the other: "Go Back To Your Own Country."

Meanwhile, Tony, a fourth boy, was busy a few blocks away. He splattered the house of a 79-year-old Jewish man with blue paint. Then he spray-painted a swastika—the symbol of Nazi Germany—on the man's car.

The four boys moved on to the Clifton Jewish Center, where Rabbi Markovitz is the spiritual leader. They riddled its walls with swastikas and anti-Jewish graffiti and did the same to a nearby Jewish food store.

Mischief Night ended having lived

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*The boys' real names are not used in this story up to its name. The boys had seen to that. They had even signed their names to one of their swastikas.

And that was how they got caught.

'Crystal Night' 1988?

In the clear light of day that followed, the reality of what the boys had done took hold. More than some youthful mischief had been involved. It so happened that their vandalism closely coincided with the 50th anniversary of another night of vandalism against Jews, *Kristallnacht*, a German word meaning "Crystal Night."

On Crystal Night, November 30, 1938, Jews all over Germany were terrorized. Temples were torched, and windows of Jewish homes and shops were smashed, showering the streets with glass. Men, women, and children were driven into the street and beaten. Crystal Night signaled the rise of fierce violence against Jews—violence that ended with the murder of 6 million people in Nazi concentration camps.

Were these boys young neo-Nazis? They hardly seemed so. They looked the way the fresh-faced young Americans were *supposed* to look. And they were, in fact, the sons of a dentist, a teacher, a bank vice president, and a part-time policeman.

Yet no one could explain their actions. "Before I go six feet under," vowed Peter's father, "I'd like to get the whole story about where they got these ideas."

Even the boys themselves were unsure. They talked vaguely about watching old World War II movies on TV and hearing jokes about Jews in school. Yet Johnny claimed his best friend was Jewish. And Peter said his grandfather had done something—he wasn't sure quite what—to protect Jews from the Nazis during World War II.

What, then, was the motive behind the boys' Mischief Night actions? To Rabbi Markovitz, whose house and temple were attacked, there was no mystery. Like many people who had attacked Jews in the past, the boys were acting from stereotyped notions they'd picked up—that Jews were "different," that they "didn't belong." Rather than recognizing the stereotypes and questioning the ideas behind them, the boys had simply accepted them as true. And if they were true, they figured it was OK to scrawl racial slurs on Jewish homes. Ignorance had fueled their vandalism.

'Part of the Healing Process'

Could the boys' attitudes be changed? The rabbi was determined to try. In 1989, their case came before a judge. Each of them faced up to two years in juvenile prison.

Then Rabbi Markovitz stepped in. He convinced the judge to send the boys not to jail but to school—for 25 hours of classes in Jewish culture to be taught by a rabbi at his temple.

Rabbi Markovitz wanted to be, as the judge said, "part of the healing process." Many people told him he was wasting his time on the teenage vandals. But the rabbi insisted: "One must never give up on young people. In Judaism, it's literally a crime to do so."

More than a year after Mischief Night, the boys one by one took seats in the very building they had defaced. They were chewing gum, cracking knuckles, and balancing yarmulkes on their heads. The atmosphere was uncertain, tense. The small gray-haired rabbi looked at the boys and smiled slowly. "Am I to judge you by your earrings?" he asked.

The tension was broken. And the teaching began. "You all grew up with beautiful families," said the rabbi, "but you must never take anything for granted. You must always relearn the lesson of freedom."

To the rabbi, the "lesson of freedom" was "respect for religion regardless of the majority or minority." The rabbi knew the only way the boys would ever respect Judaism would be to understand it. So he introduced them to Judaism's history. The boys were amazed to learn that their own religion—Christianity—was part of that history because it had grown out of Judaism. To emphasize that Jews and Judaism are not so "different" from everyone else and other religions, the rabbi invited a Catholic bishop and a Protestant pastor to come into class and discuss how their beliefs relate to Judaism.

"When the kids saw the three clergymen working together," the rabbi said, "it had great impact. The mystery of Judaism was removed, and they saw its connections with their own religion."

In addition, the rabbi showed the boys a film on the Holocaust. In the discussion afterward, Peter learned from the rabbi that his grandfather was honored among Jews: He had hidden fugitives from the Nazis beneath the floorboards of his house in Holland. The grandfather had risked his own life to do so, and yet what he had done was hardly ever mentioned in Peter's family. "The Holocaust," admitted Peter's father, "just wasn't something we talked about in the house."

In addition to their sessions with the rabbi, the judge required two things of the boys. One was to perform 30 hours of community service at the temple. That involved cleaning up and paying for the damage they'd caused. Another was to contribute $25 each to a fund to help victims of violent crime.

'Life Hasn't Been the Same'

Asked what the effects of his work with the boys have been, Rabbi Markovitz explains: "Life hasn't been the same." Scores of letters have poured in from all over the country praising the rabbi for attempting to rehabilitate the boys rather than having them thrown in jail. "I touched something out there," he says. "People are tired of violence."

And what about the boys? According to Mike, "The rabbi is one of the nicest guys you could know."

But, says Rabbi Markovitz, getting the boys to like him or any Jewish person wasn't the point: "They don't have to love Jews, but they've learned to respect them."

There are strong signs that knowledge has replaced many of the stereotypes the boys held about Jews. Yet some of their remarks suggest that totally rooting out prejudice is a long and hard process. Peter still insists that Jews "push things too far. They think we owe them." And Tony believes Jews and others "overreact" to swastikas.

To Rabbi Markovitz, both the learning and teaching must be ongoing. Perhaps that's why the anti-Jewish slogan is still faintly visible on the side of his garage. "I could have painted it out a hundred times," he explains, "and it wouldn't have made a difference. Instead, I decided I would try to bring some cure to it. Then I'd repaint." ■

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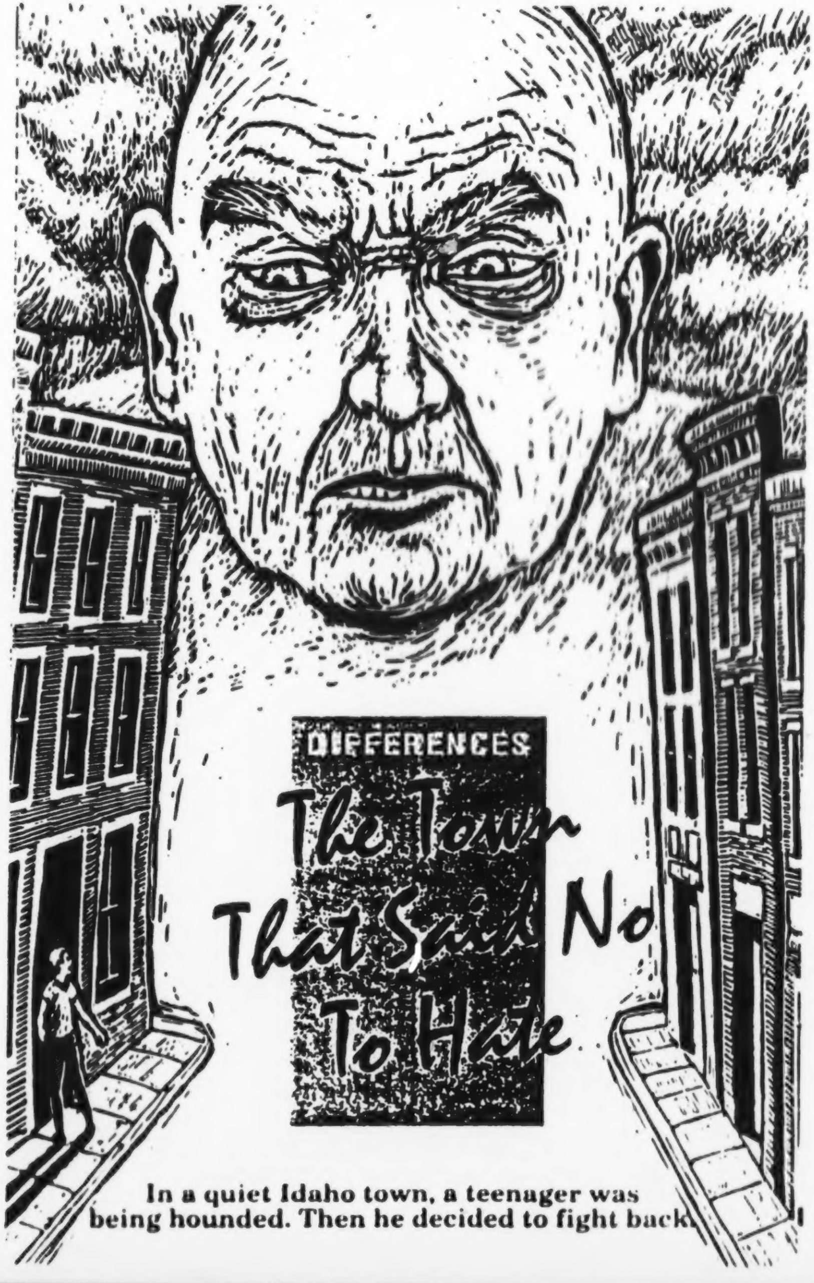


DIFFERENCES

The Town That Said No To Hate

In a quiet Idaho town, a teenager was being hounded. Then he decided to fight back.

When Scott Wiley came out of school in Coeur d'Alene, Idaho, he saw the van parked across the street. Fear surged through him like a current. But he didn't hesitate. He started walking toward home along the route he and his mother had planned. The van pulled into traffic and slowly followed him.

The driver of the van was a man named Keith Gilbert. He had once posed for a photograph—his arm raised stiffly in a Nazi salute—beside a "Welcome to Idaho" sign on the state border. Gilbert was a member of the Aryan Nation, a community of people who had moved to northern Idaho a few years earlier. They lived 10 miles beyond town in a whites-only, militarylike camp. Scott didn't know much about that. What he *did* know was that Gilbert had made him a target of hatred.

Victims of Hate

Scott Wiley is white. He was 18 and a high school senior at the time Gilbert singled him out. Scott's mother—also white—had recently divorced her second husband, who is black. Her two children from that marriage are racially mixed. And that, according to Keith Gilbert and the Aryan Nation, was the worst crime Scott's mother could have committed. The white race is superior, Gilbert believed, and must remain pure. Scott's mother had "muddied" the white race, and now she and her children must pay.

For weeks, Gilbert hounded Scott, making sure to catch him on the street when no one else was around. He taunted and threatened the teenager, telling him he was conceived by the devil and to get out of town.

The abuse became so frightening that Scott's mother arranged for safe houses between home and the high school, places to which Scott could flee when Gilbert came after him. Scott didn't know the people who lived in some of the houses, but they put signs in their windows so he would know he was safe with them. After each verbal attack, Scott ducked into a safe house and wrote down word for word what Gilbert had said.

Scott's younger half brother was also being victimized. Once when the little boy was playing in the alley behind his house, a member of the Aryan Nation grabbed him and shook him, shouting that he was evil. After that, Scott's mother did not allow her children to play outside. The family became captive in its own house.

The Risks of Fighting Back

Dana Wetzel, an attorney in Coeur d'Alene, remembers the day when Scott and his mother showed up in her office. "Scott was absolutely terrorized, but he was also deeply angry. Here was a family who day and night could not leave the house without being followed or verbally attacked."

Verbal assault is against the law in Idaho, and Scott and his mother wanted to press charges. Dana Wetzel had doubts. For one thing, there were no witnesses. It would be Scott's word against Gilbert's. For another, there were no specific pieces of evidence. Gilbert had not pulled a knife or a gun on Scott or used any weapons except words.

To take Keith Gilbert to court could also be dangerous. There was a real possibility that he and the Aryan Nation might seek revenge on the Wileys and anyone who supported them. But Scott and his mother had made up their minds. No longer would they be victims of hate.

Their determination convinced Wetzel to take the case. She believed in Scott. She also believed it was time that she herself take a stand against hate groups. What she didn't realize was that Scott's fight would become the town's fight.

A Day In Court

On the day of the trial, citizens from Coeur d'Alene—all of them white—came to support Scott and his mother. On the opposite side of the courtroom sat Keith Gilbert and his attorney. Behind them were six members of the Aryan Nation, dressed in camouflage pants and military boots.

"They were very intimidating," remembers Tony Stewart, a college professor who attended the trial. "They glared at the members of the jury. They even glared at those of us sitting behind Scott and his mother."

Wetzel admits that she was nervous as she felt the hostile scowls on the back of her neck. But she took courage in the fact that so many townspeople had turned out in support of Scott and his family.

Wetzel had done her homework. In preparing for the case, she had discovered that Keith Gilbert had once served time in California for plotting to kill the Reverend Martin Luther King Jr. She intended to use that information to prove that Gilbert's hatred was indeed dangerous.

Scott took the stand first. He read from the notes he had written while hiding in the safe houses. Gilbert's attorney denied everything.

Additional testimony from the sheriff linked the Aryan Nation with other recent hate-crime activity within the town. Black basketball players at Northern Idaho College had been harassed and even slapped around. A Jewish restaurant owner had had his property painted with swastikas.

Wetzel waited for her turn to question Gilbert. It never came. Gilbert's lawyer refused to his allow his client to take the stand. Suddenly, Wetzel's powerful evidence of Gilbert's past hatred—his intent to kill Reverend King—could not be presented in court. The jury would have to make their decision based on Scott's word—and be willing to ignore the Aryans and their threatening stares.

The Verdict

Wetzel remembers the tension in the courtroom as everyone waited for the jury to return. "Keith Gilbert was scowling, absolutely belligerent," she says. But the young lawyer wasn't feeling so hot either. Losing her case might give greater power to hate groups. It might send the message that terrorizing a family because of its racial or ethnic heritage was an all right thing to do.

The jury members returned. In a dead-silent courtroom, they found Keith Gilbert guilty of intending serious harm to Scott Wiley and members of his family. The judge sentenced Gilbert to 75 days in jail.

"That may not seem like much," says Dana Wetzel, "but it *was*, when you consider that the charge involved verbal assault only—with no witnesses. The conviction was a sweet victory for the community."

Keith Gilbert went to jail. The trial was over, but the memory of it was too painful for Scott. His mother still feared for her family's safety. Soon after, the Wileys left town.

"I will forever regret losing Scott and his family," says Dana Wetzel, "but I am not sure I could have stayed in Coeur d'Alene after going through what they did. We had won, but we had also lost. When Scott and his family left town, Keith Gilbert got what he had wanted all along."

The Right Thing

For a while, it seemed that way. Although Gilbert was in prison, the Aryan Nation did not go away. The members' crusade against what they called the muddied races continued, more violently than before. Pipe bombs ripped through the homes of citizens working to form a human rights group.

But now something was different. The people of Coeur d'Alene had come together. "That trial was really the beginning," says Professor Tony Stewart. "It took a lot of courage for Scott and his mother to fight back. But it also took courage for the members of the jury not to be intimidated by Gilbert."

The citizens were not intimidated by the bomb explosions either. They continued the human rights group and kept it growing. People from all religious groups and all types of jobs came together in a common cause.

Why would a town, whose minority population is not greater than 1 percent, care about how minorities are treated? Mayor Ray Stone has a very simple answer. "Justice means justice for everybody."

Tony Stewart says, "We fought back for the same reason that Scott fought back: It was the right thing to do. Hate groups prejudge people based on their racial or ethnic heritage. We just didn't want to live that way in Coeur d'Alene."

Today, Aryan Nation members still live in the camp 10 miles from town. But their numbers have dwindled to about 12, and they have had no success in recruiting local people. Acts of racism in the town have declined dramatically.

Meanwhile, the people of Coeur d'Alene are working to continue what Scott began. Partly because of their influence, Idaho now has some of the toughest hate-crime laws in the U.S. In addition, town leaders give help and advice to other communities that want to protect themselves from hate groups. Their influence is nationwide.

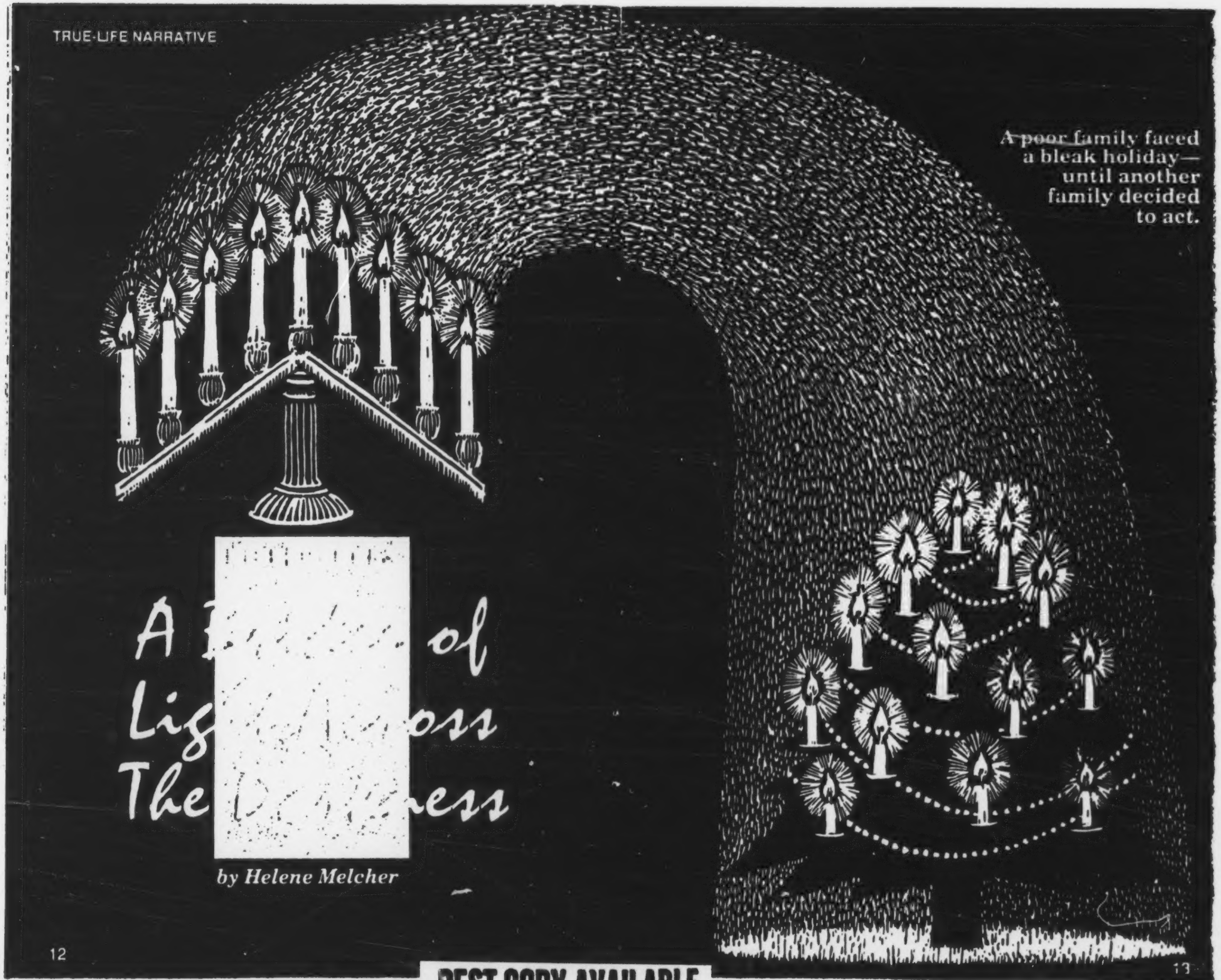
Dana Wetzel says sadly that she has never heard from Scott and his mother since they left town. She hopes, though, that they might have read some of the many articles about Coeur d'Alene and its people. That way, she says, they will know that the struggle they started still goes on—and has made a difference in many lives. ■

Nobody Home

In 1989, the town leaders of Pulaski, Tenn., conferred with members of the human rights group in Coeur d'Alene. The Ku Klux Klan was going to march in Pulaski, and leaders wanted to avoid violence. Together, the two groups worked out a plan.

When the Klan came to Pulaski, it found all the stores closed and all the people at home or out of town. No KKK member could get even a cup of coffee. There was no confrontation, no violence to bring nationwide media attention and stir hatred. Klan members marched while a few outsiders looked on, then went home.

The marches of 1990 and 1991 were equally peaceful.



A [illegible] of Lig[illegible]oss The [illegible]ness

by Helene Melcher

A poor family faced a bleak holiday—until another family decided to act.

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lways at this time of year, many holiday stories are told and written. I have one of my own, from early childhood.

During the pre-Hitler days in Germany, my family lived in a small town in Bavaria—in a world that is no more. We were Jewish and our neighbors were Christian, but that made no difference in those far-off times. The neighbors had seven children. My younger sister and I were friends with the younger children and played with them during the long evenings of summer and the bright, crisp days of winter.

The father of the family was a good person but too much of a dreamer to be a good provider. Although he was a shoemaker by trade, his real loves were music and hunting. He played the trumpet and violin every day and had a small band that performed at dances and celebrations. During the fall hunting season, he spent many hours in the woods. Because he was away from his shoemaker's bench so often, money for his family was scarce and life was a constant struggle.

His wife, a wonderful woman, was highly respected in the village. To help make ends meet, she would do odd jobs for other families, including our own. She was very conscientious and never complained.

Well, this particular year—1925, I believe—the father was badly wounded during a hunting accident in early November. Now the family faced not only the father's hospital expenses but also the loss of his income from shoemaking. The mother worked twice as hard trying to keep her little brood together. It was rough going.

December came, and with Christmas just around the corner, the outlook was bleak. No one said anything, but we knew there would be nothing on hand to help the family have a joyous holiday.

In that part of the country, there were actually two Christmas celebrations. Early in December, "Saint Nikolaus" came. Children who had been "real good" received some small award—nuts, fruit, cookies, or candy. Those who had been anything but "real good" lived in mortal fear of punishment from the old man. A villager dressed in costume and carrying a big stick or an old broom would actually come into the house and give the "bad" children a few light whacks.

The second celebration came several weeks later. On Christmas Eve, the *Christkindel*, or Christmas angel, would leave gifts for children and adults. But we knew there would be no gifts for the house next door.

A few days before Christmas, my father made an announcement—our family was going to be the *Christkindel* for our neighbors. The next day, he went out to get a tree. Inexperienced as we were about decorating it, we did the best we could with loving care and were pleased with the job. Then we hid the tree until the right moment.

On Christmas Eve day, my mother roasted a goose, traditionally the main course for Christmas dinner, and baked fragrant loaves of *Weihnachtsstollen*, a special kind of sweet holiday bread. Meanwhile, we wrapped small presents and put them into a basket. Then we waited for evening to come.

As dusk settled over the valley and mountains, all activity in the village stopped. Church bells began ringing, inviting Protestant families to Christmas Eve services. (Catholics would go to midnight mass.) With growing excitement, we peeked between drawn curtains waiting for our friends to leave their house.

The moment we had the all clear, feverish activity on our part began. Quickly we gathered what we needed for our mission. Getting into the empty house was easy: Families in our village felt no need to lock their doors.

The four of us started working at top speed. Papa built a fire in the cold living room. We placed the tree, all decorated, near the window, where we knew it had been in previous, happier years. Mama transferred the food from our pots into theirs. We set the table and put our presents under the tree.

Our job was nearly completed when the bells rang out again, signaling that the service was over and people were starting home. At the last moment, we lit the candles on the Christmas tree, then sneaked out like thieves in the night. Outside, the stars shone brightly overhead and the snow crunched under our hurrying feet.

Back in our own living room, the Hanukkah lights were waiting to be kindled. Papa recited the ancient blessing, and we sang the traditional Hanukkah song that tells the story of an age-old struggle for freedom and of a miracle in the lives of our forefathers at the time of the temple in Jerusalem.

Meanwhile, we could look out and see the lights on "our tree" flickering through the neighbors' window. It was as if the candles on the tree and those on our menorah were forming a bridge of light across the darkness.

In a few minutes, we could hear our friends in the next house joyfully singing the old German carols of Christmas. Through the window we could see them standing in amazed happiness around the tree.

The family never found out who had done it. We kept silent, and no one else knew. The next day, the youngest children came over all excited to say that the *Christkindel* had visited them after all—and that their father was coming home.

In our Jewish home and in their Christian home that year, there was indeed a very happy Hanukkah and a very merry Christmas. ■

(Unfortunately, the rise of Hitler in 1933 changed Mrs. Melcher's life. She lost both parents to the Nazis. She managed to escape in 1938, just hours before the Gestapo, *the Nazi secret police, came for her. She went from Holland to France to Cuba and then to the United States. Today, she and her husband live in West Hartford, Conn.*

Mrs. Melcher says she feels no more bitterness, but she has never gone back to Germany. The place, she says, holds too many sad memories. But she also has many good and happy memories—like those of the Hanukkah-Christmas Eve so many years ago.)

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Name ______________________________

Silver Burdett & Ginn Social Studies

7

VOCABULARY PRACTICE MASTER

▶ Match each term with its definition. Write the letter in the blank. Use the Glossary in your textbook.

_____ 1. Colonists who wanted to break away from Britain

_____ 2. A privately owned, armed ship having government permission to attack enemy ships

_____ 3. Goods brought into the country from another country

_____ 4. A written agreement between two countries

_____ 5. Freedom from the control of another person or country

_____ 6. Introduction to the Declaration of Independence

_____ 7. An army of citizens who said they were ready to fight "with a minute's warning"

_____ 8. Colonists who supported the king of England

_____ 9. A sudden, complete political change

_____ 10. To stop buying

a. Loyalists
b. independence
c. imports
d. boycott
e. Patriots
f. revolution
g. Preamble
h. privateer
i. treaty
j. Minutemen

▶ **Challenge:** Make up a sentence using the terms **independence** and **Patriots.**

____

____

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Use with textbook pages 142–163.

CHAPTER

Name ______________________________

Date ____________________ Score ____________________

SILVER BURDETT & GINN SOCIAL STUDIES

TEST MASTER

Part A / Multiple Choice

There are four choices for each of the following test items. Each choice has a letter in front of it. Fill in the answer space that has the same letter as the answer that you picked.

1. A complete, often violent, change in government is called a (a) separation (b) revolution (c) proclamation (d) republic. (p. 151)	1. ⓐ ⓑ ⓒ ⓓ
2. The British lawmaking body was and still is called (a) Congress (b) Parliament (c) the Senate (d) Executives. (p. 143)	2. ⓐ ⓑ ⓒ ⓓ
3. Colonial groups that kept in contact and sent letters to each other called themselves the (a) Committees of Correspondence (b) Committee of Rights (c) Pen Pals (d) Continental Congress. (p. 145)	3. ⓐ ⓑ ⓒ ⓓ
4. The act of throwing British tea overboard was known as (a) Liberty Night (b) the Boston Tea Harbor (c) the Boston Tea Party (d) Paul Revere's Ride. (p. 142)	4. ⓐ ⓑ ⓒ ⓓ
5. The first meeting of representatives from the colonies was held in Philadelphia and was known as the (a) Cabinet Meeting (b) Industrial Revolution (c) First Continental Congress (d) Minutemen. (p. 146)	5. ⓐ ⓑ ⓒ ⓓ
6. Colonial farmers and other citizens who were ready to fight "with a minute's warning" were called (a) regulars (b) militia (c) Minutemen (d) rangers. (p. 147)	6. ⓐ ⓑ ⓒ ⓓ
7. The first shots of the Revolutionary War were fired at (a) Concord (b) Boston (c) Lexington (d) Fort Ticonderoga. (p. 147)	7. ⓐ ⓑ ⓒ ⓓ
8. The Second Continental Congress picked the Commander in Chief of the Continental Army, who was (a) Thomas Paine (b) George Washington (c) Ethan Allen (d) none of the above. (p. 152)	8. ⓐ ⓑ ⓒ ⓓ
9. A small booklet called *Common Sense*, which made more and more people favor independence from England, was written by (a) George Washington (b) John Hancock (c) Ben Franklin (d) Thomas Paine. (p. 149)	9. ⓐ ⓑ ⓒ ⓓ
10. The document that stated the reasons for the desire of the American colonies to be independent of British control was the (a) Bill of Rights (b) Declaration of Independence (c) grandfather clause (d) poll tax. (p. 149)	10. ⓐ ⓑ ⓒ ⓓ

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11. The introduction to the Declaration of Independence is called (a) a Statement of Rights (b) list of George III's wrongs (c) a Statement of Independence (d) the Preamble. (p. 149)

11. ⓐ ⓑ ⓒ ⓓ

12. Americans who still supported King George III in 1776 were known as (a) Hessians (b) Loyalists (c) Protestants (d) Minutemen. (p. 148)

12. ⓐ ⓑ ⓒ ⓓ

13. German soldiers hired to fight for the British were called (a) Loyalists (b) privateers (c) Hessians (d) militia. (p. 153)

13. ⓐ ⓑ ⓒ ⓓ

14. The battle that showed that the Americans had a good chance of winning was (a) Saratoga (b) Trenton (c) Lexington (d) Yorktown. (p. 156)

14. ⓐ ⓑ ⓒ ⓓ

15. Privately owned armed ships having their governments' permission to attack enemy ships were called (a) warships (b) pirate ships (c) privateers (d) barges. (p. 157)

15. ⓐ ⓑ ⓒ ⓓ

16. Paul Revere and Patrick Henry are examples of (a) Loyalists (b) Tories (c) Redcoats (d) Patriots. (p. 149)

16. ⓐ ⓑ ⓒ ⓓ

17. The colonists reacted to taxes and monopolies by (a) voting (b) boycotting (c) striking (d) approving. (p. 144)

17. ⓐ ⓑ ⓒ ⓓ

18. British General Cornwallis surrendered at (a) Philadelphia, Pennsylvania (b) Morristown, New Jersey (c) Atlanta, Georgia (d) Yorktown, Virginia. (p. 158)

18. ⓐ ⓑ ⓒ ⓓ

19. The Declaration of Independence is so important because (a) it lowered taxes (b) it serves as a guide to all freedom-loving people (c) it paid all war debts (d) none of the above. (p. 149)

19. ⓐ ⓑ ⓒ ⓓ

20. The Revolutionary War was ended by a (a) tax (b) boycott (c) treaty (d) monopoly. (p. 161)

20. ⓐ ⓑ ⓒ ⓓ

Part B / Essay

Answer the following questions with complete sentences.
Use a separate sheet of paper.

1. What did the colonists mean by "no taxation without representation?"
2. Explain the role of women in the American Revolution.
3. Explain the role of blacks in the American Revolution.
4. Why did all colonists not support independence from England?
5. How did George Washington hope to win the war?

Name ______________________________

Date ________________ Score ________________

CHAPTER

SILVER BURDETT & GINN SOCIAL STUDIES

TEST MASTER

Part C / Skills

Use the paragraph below to complete sentences 1–15.

George III, the king of Great Britain, said something had to be taxed to prove that the British government had the right to tax the American colonists. So there was still a small tax on tea. But the colonists remained firm and would not pay any tax passed by Parliament. Colonial women refused to buy or serve tea. That meant the British merchants were not selling much tea, so the cost of tea was lowered greatly. The British thought the colonists would surely buy tea now. But they were wrong. The colonists still refused to buy tea. Late one night the Sons of Liberty dressed up as Indians and dumped more than 300 chests of tea into Boston Harbor. This action was called the Boston Tea Party. The British government was very angry. To punish the colonists for the Boston Tea Party, the government passed what the colonists called the Intolerable Acts.

1. A tax was placed on tea because (**a**) the government needed the money (**b**) the price of tea was too low (**c**) the king wanted to prove the British government had the right to tax the colonists (**d**) the colonists wanted to help George III.

1. ⓐ ⓑ ⓒ ⓓ

2. The colonists did not buy tea because (**a**) they did not like tea (**b**) there was no tea available (**c**) they refused to pay the tax on tea (**d**) they did not have the money.

2. ⓐ ⓑ ⓒ ⓓ

3. An effect of the colonists' refusal to buy tea was that (**a**) George III came to visit them (**b**) the merchants were not selling much tea (**c**) the king of Great Britain decided to remove the tax on tea (**d**) many colonists moved back to England.

3. ⓐ ⓑ ⓒ ⓓ

4. The cause for lowering the cost of tea was that (**a**) George III wanted the colonists to have a tea party (**b**) the merchants were not selling much tea (**c**) Parliament did not need the money (**d**) the Indians dressed up as Sons of Liberty.

4. ⓐ ⓑ ⓒ ⓓ

5. After the cost of tea was lowered, (**a**) the merchants made a lot of money (**b**) the colonists decided to buy the tea (**c**) the tax was removed from tea (**d**) the colonists still refused to buy the tea.

5. ⓐ ⓑ ⓒ ⓓ

6. After the Boston Tea Party, the British government (**a**) was very happy (**b**) was very angry (**c**) ran out of tea (**d**) ended the tax on tea.

6. ⓐ ⓑ ⓒ ⓓ

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7. As a result of the Boston Tea Party, (a) Parliament stopped the tax on tea (b) the tax on tea was made larger (c) the colonists began to buy more tea (d) the Intolerable Acts were passed.

7. ⓐ ⓑ ⓒ ⓓ

8. After Parliament kept a small tax on tea (a) women boycotted tea (b) colonists bought more tea (c) colonists were pleased that the price of tea went down (d) women joined together to buy as much tea as possible before the prices went up.

8. ⓐ ⓑ ⓒ ⓓ

9. An effect of the tea tax was (a) the British merchants sold more tea (b) the Sons of Liberty dumped more than 300 chests of tea into Boston Harbor (c) more colonists bought tea (d) Parliament did away with the tax.

9. ⓐ ⓑ ⓒ ⓓ

10. After the cost of tea was lowered by British merchants (a) more colonists bought tea than ever before (b) demand for tea went up (c) the colonists thought they had a won a victory over the British (d) the Boston Tea Party took place.

10. ⓐ ⓑ ⓒ ⓓ

11. Which of the following events happened first? (a) The tax on tea (b) The Boston Tea Party (c) The boycott of tea (d) The cost of tea was lowered.

11. ⓐ ⓑ ⓒ ⓓ

12. Which of the following events happened last? (a) The tax on tea (b) The tea boycott (c) The Boston Tea Party (d) The Intolerable Acts.

12. ⓐ ⓑ ⓒ ⓓ

13. Which of the following events happened first? (a) Colonial women's boycott of tea (b) The Intolerable Acts (c) The Boston Tea Party (d) The cost of tea dropped.

13. ⓐ ⓑ ⓒ ⓓ

14. The British government is called the (a) Congress (b) Cabinet (c) Parliament (d) British Party.

14. ⓐ ⓑ ⓒ ⓓ

15. The colonists thought the Intolerable Acts were passed to (a) help the colonists (b) punish the colonists (c) punish the British (d) help the British king.

15. ⓐ ⓑ ⓒ ⓓ

Appendix J

The Bill of Rights

Here are excerpts from the three first-place entries in an essay contest on "What the Bill of Rights means to me," sponsored by state [redacted], [redacted]. Each of the winners — [redacted] of [redacted], a 6th grader at [redacted] Middle School; [redacted] of [redacted], an 8th grader at [redacted] Middle School; and [redacted] of [redacted], a 10th grader at [redacted] High School — receives a $50 savings bond and a day at the Capitol.

Second place winners are [redacted], a 6th grader at [redacted] Middle School, and [redacted], a 10th grader at [redacted] High.

Kids need rights, too

[redacted]

[redacted]

POINT OF VIEW

By [redacted]

I think the Bill of Rights is very important because it protects basic freedoms in our society. Unfortunately, most of the amendments do not apply to kids directly. For example, my family doesn't have to go to a church we don't believe in, but there is no bill of rights that keeps my parents from making me go to a church that I don't believe in. That is why I wrote this essay — to tell people that kids don't have enough rights.

If there was a bill of rights for kids, I would be better off because kids could not be discriminated against because of their age.

One of the best things about our Bill of Rights is that although this country is a democracy, the Bill of Rights makes sure that even if a majority of the voters would like to deprive minorities of certain important freedoms, they can't.

I know that most people don't think that kids are a minority, but in a way they are. One of the definitions of a minority is "a group having less than the number of votes necessary for control." Kids have much less than the number of votes necessary for control: kids can't vote at all! That's why kids don't have enough say in what goes on in their world. Kids can't even decide who will be on their school board, which definitely has something to do with their lives.

Another issue is that kids can't join some clubs because of age. There could be an amendment in the kids' bill of rights something like this: "No child shall be prohibited from joining an organization because of age." It's almost impossible for kids to join clubs and sports teams and other activities they want to be in without a parent's consent. Kids' parents hold the key to kids' activities.

A bill of rights for kids would let kids decide to join their own clubs and other activities. They could sign their own contracts and agreements. I am not saying that kids shouldn't ask their parents' advice about these matters, I am simply saying that kids should be able to decide what activities they are going to do in their spare time. Age discrimination against kids shatters some of their hopes and dreams.

Adults can go to court and sue if they are discriminated against because of their age — kids can't. They can vote — kids can't. A bill of rights for kids would give kids some of the same protections the Bill of Rights gives adults.

Kids need rights!

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Appendix K

Reading a Play *(Easy)* Duplicate the following play for students to act out and to discuss.

NARRATOR: *The setting is near a lamppost in front of Independence Hall, Philadelphia, early May 1787.*

JANE [a farmer]: I am troubled, my cousin. I fear for our young country.

RICHARD [a lawyer]: I know. The United States is like an animal with 13 heads all fighting over which way the body should go. It would be far better if the animal had one head telling thirteen body parts how to work together.

JANE: Very true. But under the Articles of Confederation, the national government has no control over the states. When the articles were written, the states were fighting a powerful British government. They were not about to exchange one powerful government for another.

RICHARD: That is understandable. But this government is too weak! Why, this past fall it was unable to put down Shays's Rebellion in Massachusetts. We do not have a single leader of government, like a president. We have no national courts. And foreign nations laugh at our weakness. They do not respect us. Spain or England may try to take some of our land!

JANE: And the money system is confusing. Last week I was in town to buy a new hog. The dealer would not take my paper money. He wanted coins. I made that trip for nothing!

RICHARD: Congress has its own money problems, you know. It cannot even tax! It must ask the states for money. The states do not cooperate with the government. They are too busy quarreling with each other. The government cannot do anything about that either!

JANE: It appears that our government is in danger of failing. Let us hope that the meeting to be held here [*gestures to Independence Hall*] later this month will improve things.

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Appendix L

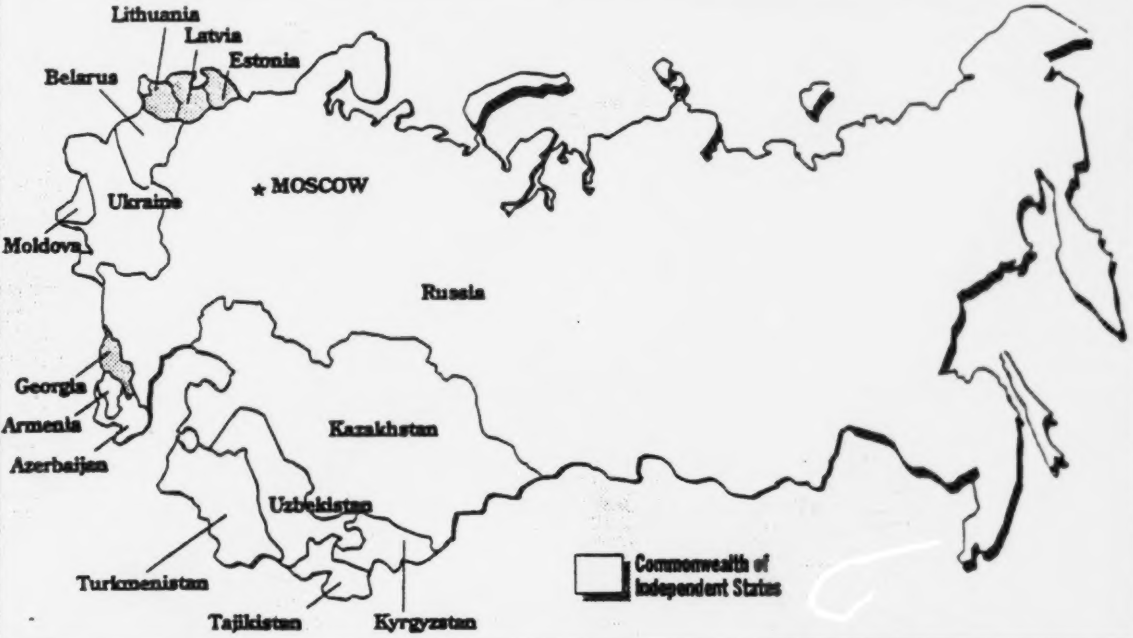
NUARY 4, 1992

NATION/WORLD

THE NEW NATIONS

With the breakup of the Soviet Union, several of the former Soviet republics preferred new English spellings of their countries. A list of all 15 ex-republics, with the spellings the Free Press and many other news organizations will now use, is below. Asterisks indicate members of the Commonwealth of Independent States, the association formed by Boris Yeltsin and other leaders. The commonwealth is not a country. It is roughly comparable to the British Commonwealth or the European Community.

Armenia *
Azerbaijan *
Belarus * (pronounced bell - uh- ROOSE), formerly Belorussia or Byelorussia.
Estonia
Georgia
Kazakhstan*
Kyrgyzstan * (pronounced keer-geey-STAHN), formerly Kirgizia.
Latvia
Lithuania
Moldova,* formerly Moldavia
Russia*
Turkmenistan,* formerly Turkmenia
Tajikistan, * formerly Tadzhikistan
Ukraine, * formerly the Ukraine
Uzbekistan*

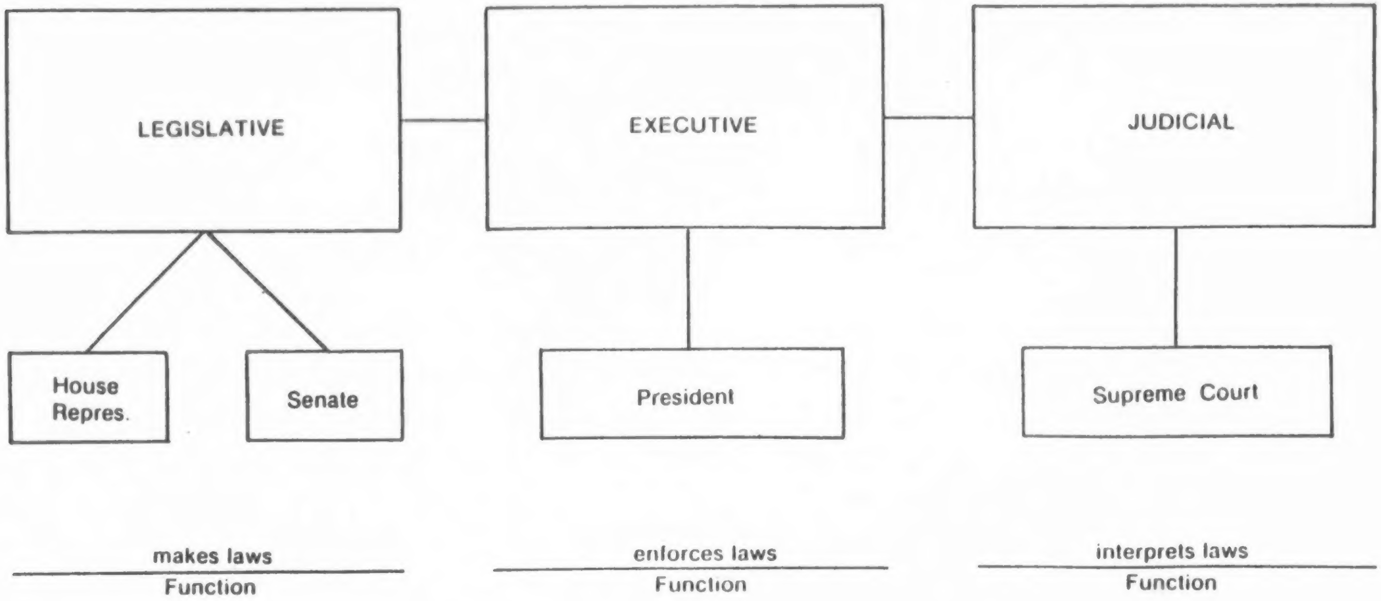

Lithuania
Latvia
Estonia
Belarus
Ukraine
★ MOSCOW
Moldova
Russia
Georgia
Armenia
Azerbaijan
Kazakhstan
Uzbekistan
Turkmenistan
Tajikistan
Kyrgyzstan
Commonwealth of Independent States

HANK SZERLAG / Detroit Free Press

Complete the Diagram

16

Answer Key


LEGISLATIVE
EXECUTIVE
JUDICIAL
House Repres.
Senate
President
Supreme Court
makes laws
Function
enforces laws
Function
interprets laws
Function

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Use with the filmstrip:
Forming a Nation 314B-7-AS

Which Branch Am I?

Directions: Listed below are some powers of the federal government. Put an L in the blank space next to functions of the legislative branch, put an E next to powers exercised by the executive branch, and put a J next to functions carried out by the judicial branch of government.

_____ 1 Declares laws unconstitutional.

_____ 2 Signs bills into law.

_____ 3 Hears disagreements over what laws mean.

_____ 4 Passes federal laws.

_____ 5 Makes sure laws are executed and obeyed.

_____ 6 Vetoes bills.

_____ 7 Removes dishonest federal officials from office.

_____ 8 Confers with a cabinet of advisers.

_____ 9 Interprets the Constitution.

_____ 10 Can override a veto of a bill.

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Use with the filmstrip
Forming a Nation 314B-7-AS

Begins at 1787 Appendix N

Notes on Ratification of the Constitution Video

① Listen for the Name of the TV station

② Why isn't the government working in it's loose form?

③ After the Constitution, ratification has major problems. Nine of the thirteen states must ratify. Please listen to the PROS and CONS of ratification.

④ Pay particular attention to the commercials

⑤ The actors play their parts honestly - much research took place so that they spoke and acted as these famous people. (even down to the stuttering)

⑥ During Phil Donahue's show, Notice the audience. What is so unusual about it?

⑦ During the William F Buckley moderated debate, you'll have a chance to hear the best both sides have to offer.

⑧ As Hamilton is speaking to the NY delegatio
please note the manners and organization.
Is it what you expected?
What took place to throw the meeting into confusion?

⑨ What was Black Friday and why did it occur?

⑩ Why did New York feel pressured to ratify the Constitution?

Notes / Comments

Quiz for Chapters 7+8

1. Give the 3 Branches of Government, and tell who presides - has the power of each.

2. Tell something you learned or found interesting and explain it (in at least 5 sentences) in a paragraph.

Appendix P

TABLE 1. K-W-L DATA

QUESTION 1: What do I know about the American Revolution?

	Atkinson's Class		
	Males (n=13)	Females (n=9)	TOTAL (N=22)
Nothing; not very much	2	4	6
A. Names, Events, and Terms			
1. Names			
George Washington (general)	4	1	5
Paul Revere	-	-	0
Thomas Jefferson	2	-	2
John Adams	1	-	1
Deborah Sampson	-	1	1
Abigail Adams (had a role)	-	1	1
2. Events			
Boston Tea Party	2	-	2
3. Terms			
Declaration of Independence	2	-	2
B. Cause-Effect Relationships			
England fought for freedom	2	-	2
A war for freedom; independence	1	-	1
A war started by America	1	1	2
Had to do with taxes (on tea)	-	1	1
C. General Ideas			
It was a revolution; a war	5	2	7
Around 1700s; a long time ago	4	-	4
Women helped the soldiers	-	1	1

TABLE 2. K-W-L DATA

QUESTION 2: What do I want to know about the American Revolution?

	Atkinson's Class		
	Males (n=13)	Females (n=9)	TOTAL (N=22)
Everything; anything	7	5	12
I don't know	-	1	1
How and why they fought?	1	-	1
What women were involved?	-	4	4
Who fought against America?	1	-	1
How many survived? (or died?)	1	-	1
How did it get started?	1	1	2
More about battles?	1	-	1
More about war leaders?	1	-	1
Famous people?	-	1	1
More about the Boston Tea Party?	1	-	1
More about George Washington?	1	-	1
More about places in the war?	-	1	1
Did women sneak into the war?	-	1	1
More about Deborah Sampson?	-	1	1

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TABLE 3. K-W-L DATA

QUESTION 3: What have I learned about the American Revolution?

	Atkinson's Class		
	Males (n=12)	Females (n=10)	TOTAL (N=22)
A. Recall of Names, Events, Terms			
1. Names			
George Washington (general, leader)	-	1	1
John Paul Jones	-	1	1
Alexander Hamilton	-	1	1
2. Events (with descriptions)			
Boston Tea Party	5	3	8
Boston Massacre	1	-	1
Battle at Lexington (first shots)	1	1	2
Battle at Saratoga (turning point)	1	-	1
Boycotting (following tea tax)	1	-	1
Ratification of the Constitution (struggle over)	3	5	8
Passage of the Bill of Rights	1	1	2
Signing of the Declaration of Independence	-	1	1
3. Terms (listed)			
Three Branches of Government	5	5	10
Intolerable Acts	2	-	2
Declaration of Independence	1	1	2
The Constitution	2	3	5
Sons of Liberty	1	-	1
Tax Acts (e.g., Stamp Act)	2	1	3
Traitor	-	1	1
B. Cause-Effect Relationships			
Colonists fought for freedom from Britain	1	2	3
War fought over "unfair" taxation	1	-	1
Constitution needed ratication for passage	4	2	6
Bill of Rights protects people's freedom	1	-	1
Women helped to win the war	2	2	4
C. General Ideas and Statements			
Women had an important role in the war	3	6	9
Learned a lot about famous people; heroes	1	1	2
Learned a lot about laws	1	1	2
Who fought, where, and why	2	-	2
Main strategies of the war	1	-	1
Who won the war	1	-	1
How long the first president served	-	1	1
About foreign help in the war	-	1	1
How people felt about the Constitution	-	1	1
Men in the war	-	2	2
Lifestyle of the colonists	-	1	1
Most men and women were wealthy	-	1	1
Blacks had a role in the war	-	1	1
It was very interesting	1	-	1
It was fun to learn about	-	1	1
Chapters in the textbook were confusing	1	-	1
I learned everything I wanted to know	3	2	5

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TABLE 4. STUDENT INTERVIEW DATA BY QUESTION: ATKINSON'S CLASS

Students	James	Elena	Jerome	Aimee	Robert	Janine	TOTAL
Achievement	H	H	M	M	L	L	
PreUnit 1: The colonies became an independent country. How did that happen?							
Not sure; don't know	1	-	1	1	-	1	4
Wanted freedom	1	1	-	-	-	-	2
Had a war with the British	-	1	-	1	-	-	2
Wrote the Declaration of Independence	-	-	1	-	-	-	1
Fought a Civil War	-	-	-	-	1	-	1
Wanted religious freedom (Pilgrim story)	1	-	-	-	-	-	1
PostUnit 4: The colonies became an independent country. How did that happen?							
Fought a war over taxes and became free from Britian	1	1	1	1	1	1	6
After the war they wrote the Constitution	-	1	-	1	-	-	2
High taxes were caused by the French and Indian War	-	-	1	-	-	-	1
PreUnit 2: Why did the colonists change their minds about being ruled by the English king?							
Not sure; don't know	1	1	-	-	1	1	4
Colonists were being bossed around	1	-	-	1	-	-	2
Because of taxes on tea	-	-	1	-	-	-	1
PostUnit 5: Why did the colonists change their minds about being ruled by the English king?							
Too many taxes caused by the French and Indian War	1	1	1	1	1	-	5
They wanted freedom	-	1	1	-	-	-	2
Don't know	-	-	-	-	-	1	1
PreUnit 3: What were problems caused by the French and Indian War?							
Not sure; don't know	-	1	1	1	1	1	5
French were driven into Canada	1	-	-	-	-	-	1
Many people died	1	-	-	-	-	1	2

TABLE 4. (continued)

Students	James	Elena	Jerome	Aimee	Robert	Janine	TOTAL
Achievement	H	H	M	M	L	L	
PostUnit 6: What were problems caused by the French and Indian War?							
Not sure; don't know	-	-	-	-	-	1	1
Britain was in debt	-	1	-	-	-	-	1
Britain lost the colonies	1	-	-	-	-	-	1
Cost Britain a lot of money	-	-	1	-	-	-	1
Many people died	-	-	-	1	-	1	2
Britain made the colonists pay for the war	-	-	-	-	1	1	2
PreUnit 4: What does "no taxation without representation" mean?							
Not sure; don't know	1	1	-	-	1	1	4
People shouldn't pay taxes unless they have a say in them	1	1	1	1	-	-	4
PostUnit 7: What does "no taxation without representation mean?							
Colonists wouldn't pay taxes unless they had a say about them in Parliament	1	1	1	1	1	1	6
Colonists wanted representatives making decisions for them	-	1	-	-	-	-	1
PreUnit 5: What was the Boston Tea Party?							
Not sure; don't know	1	-	-	-	1	1	3
Colonists dressed as Indians; dumped tea in Boston Harbor	-	1	1	-	-	-	2
Dumped tea as a protest against the British	-	1	1	-	-	-	2
The King had a party to open Boston Harbor	-	-	-	1	-	-	1
PostUnit 8a: What was the Boston Tea Party?							
Colonists dressed as Indians and dumped tea in Boston Harbor as a protest against the British	1	1	1	1*	1	1	6
(*Confused about the actors)							
PostUnit 8b: Was this a good idea?							
No (wrecked the tea and water)	-	-	-	1	-	1	2
Both a good and bad idea	1	1	1	-	1	-	4
Good because it brought independence; bad because of the Intolerable Acts and the war	1	1	1	-	1	-	4

TABLE 4. (continued)

Students	James	Elena	Jerome	Aimee	Robert	Janine	TOTAL
Achievement	H	H	M	M	L	L	
PreUnit 6: What was the Declaration of Independence?							
Not sure; don't know	-	-	1	-	-	1	2
Document that made the colonists separate from England	1	1	1	-	-	-	3
Colonists could now choose their own laws	-	1	-	-	-	-	1
Gives people rights; equality	-	-	-	1	1	1	3
PostUnit 9: What was the Declaration of Independence?							
Document that declared tne colonists independent from England	1	1	-	1	-	1	4
It meant freedom from the British	-	-	1	-	1	1	3
PreUnit 7: What was in the Declaration of Independence?							
Not sure; don't know	1	1	1	-	1	1	5
Gives us the right to vote and to be treated equally	-	-	-	1	-	-	1
PostUnit 10: What was in the Declaration of Independence?							
Explained the wrongs of King George and justified separation	1	-	-	-	1	-	2
Said Britain could not tax the colonies	-	1	-	-	-	-	1
Talks about how people should be treated	-	-	-	1	-	-	1
Don't remember	-	-	1	-	-	1	2
PreUnit 8: What did King George think about the colonists?							
Not sure; don't know	-	-	-	-	-	1	1
If he gave them support they would follow him	1	-	-	-	-	-	1
He thought he was helping them	-	1	-	-	-	-	1
He became angry when they rebelled	-	1	1	1	-	-	3
He had a right to be angry	-	1	-	1	-	-	2
He raised taxes so he had no right to be angry	-	-	1	1	-	-	2
Thought they were bad citizens	-	-	-	1	-	-	1
Colonists weren't very smart	-	-	-	-	1	-	1
PostUnit 11: What did King George think about the colonists?							
He thought they were being unfair	-	-	1	1	1	1	4

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TABLE 4. (continued)

Students Achievement	James H	Elena H	Jerome M	Aimee M	Robert L	Janine L	TOTAL
PostUnit 11 (continued)							
He was angry and had a right to be	-	1	1	1	-	1	4
He thought he was doing well by paying the war debt	1	1	-	-	-	-	2
He had no right to be upset	-	-	-	1	1	1	3
PreUnit 9: Did all the colonists want to break away or what?							
Not sure; don't know	1	-	-	-	1	1	3
All or most did	-	-	-	-	1	1	2
Only some did	1	1	-	1	-	-	3
May have caused a war	1	-	-	-	-	-	1
Wouldn't work well together	-	1	-	-	-	-	1
PostUnit 12: Did all the colonists want to break away or what?							
Only some of them did	1	1	1	1	-	-	4
First, just a third did; later it became two-thirds	1	-	-	-	-	-	1
Some fought each other	1	-	-	1	1	-	3
Some tried to convince others to be loyal	-	1	-	-	-	-	1
Most of them did	-	-	-	-	1	1	2
Some loyalists went back to England	-	-	-	-	-	1	1
PreUnit 10: Eventually fighting broke out. What happened? Why?							
Not sure; don't know	-	1	-	-	-	1	2
Patriots won	1	-	-	1	-	-	2
Colonists wanted to break free	-	-	1	1	-	-	2
Washington was the patriot general	-	-	1	-	-	-	1
Many were killed	-	-	-	-	1	-	1
PostUnit 13: Eventually fighting broke out. What happened? Why?							
Nor sure; don't know	-	1	-	1	-	1	3
Battle of Lexington	1	-	1	1	1	-	4
British marched looking for ammunition	-	-	1	-	-	-	1
Colonists fought for freedom	-	-	-	1	1	-	2
Boston Massacre started the war	-	-	-	-	-	1	1
PreUnit 11: Who were the leaders in the American Revolution?							
Not sure; don't know	-	1	-	1	1	1	4
William Penn	1	-	-	-	-	-	1
John Smith	1	-	-	-	-	-	1
John Berkeley	1	-	-	-	-	-	1
Ben Franklin	-	1	-	-	-	-	1
Paul Revere	-	-	1	-	-	-	1

TABLE 4. (continued)

Students Achievement	James H	Elena H	Jerome M	Aimee M	Robert L	Janine L	TOTAL
PreUnit 11 (continued)							
George Washington	-	-	-	-	-	1	1
Gives details on at least one person	1	-	1	-	-	1	3
PostUnit 14: Who were the leaders in the American Revolution?							
Not sure; don't know	-	-	-	1	-	-	1
John Hancock	1	1	-	-	1	-	3
John Adams	1	-	-	-	-	-	1
Sam Adams	1	1	1	-	-	-	3
Thomas Jefferson	1	-	-	-	-	-	1
George Washington	1	1	-	-	1	1	4
Swamp Fox	1	-	-	-	-	-	1
Paul Revere	-	-	1	-	-	-	1
Ben Franklin	-	-	1	-	1	-	2
Thomas Paine	1	-	-	-	-	-	1
Gives details on at least one person	1	1	1	-	1	1	5
PreUnit 12: Who were some of the women of the Revolution era?							
Not sure; don't know	1	1	-	1	1	-	4
Debbie Reed	-	-	1	-	-	-	1
Betsy Ross	-	-	1	-	-	1	2
PostUnit 15: Who were some of the women of the Revolution era?							
Not sure; don't know	-	1	-	-	1	-	2
Molly Pitcher	-	1	-	-	-	-	1
Abigail Adams	-	-	-	1	-	-	1
Betsy Ross	-	-	-	-	-	1	1
Gives details on at least one person	1	1	1	1	-	1	5
PreUnit 13: What happened after the war was over?							
Not sure; don't know	-	-	-	-	1	1	2
Colonies became the United States	1	1	1	1	-	-	4
They chose a president	-	1	1	-	-	-	2
Americans fought and won	-	-	-	-	-	1	1
PostUnit 16: What happened after the war was over?							
The colonists won	1	1	-	1	-	1	4
Wrote the Constitution	1	1	-	-	1	-	3
Added the Bill of Rights to get the Constitution ratified	1	-	-	-	-	-	1
Created laws to run the country	1	-	-	-	-	-	1
Gave power to central gov't.	-	1	-	-	-	-	1
Began by created a government not strong enough	-	-	1	-	-	-	1

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TABLE 4. (continued)

Students	James	Elena	Jerome	Aimee	Robert	Janine	TOTAL
Achievement	H	H	M	M	L	L	
PreUnit 14: How were the 13 Unites States different from the 13 colonies?							
They made their own decisions	-	1	-	-	-	-	1
They had freedom	1	-	1	-	-	-	2
They were united as one	1	-	-	-	1	-	2
They had democracy	1	-	-	-	-	-	1
Divided into states	-	-	-	1	-	-	1
They had presidents	-	-	-	-	1	1	2
Not sure; don't know	-	1	-	-	-	1	2
PostUnit 17: How were the 13 United States different from the 13 colonies?							
Created laws to join together as one; wrote Constitution	1	1	1	1	1	1	6
Got a president to lead the U.S.	-	-	-	1	1	1	3
PreUnit 15: How did the people form a new government?							
Not sure; don't know	1	1	1	-	1	-	5
They made decisions to have a democracy	1	-	-	-	-	-	1
Voting	1	-	1	-	-	-	2
They got into arguments about leadership	-	1	-	-	-	-	1
Picked a president and Congress	-	-	1	-	-	-	1
Had leaders make decisions	-	-	-	1	-	-	1
PostUnit 18: How did the people form a new government?							
Not sure; don't know	-	-	-	-	-	1	1
Wrote a Constitution that needed ratification	1	1	1	1	1	-	5
People met to make a government	-	1	1	1	1	-	4
Describes ratification process	1	1	1	-	-	-	3
Went from the Articles of Confederation to Constitution	-	-	1	-	-	-	1
PreUnit 16: What do you know about the Articles of Confederation?							
Not sure; nothing	1	1	1	1	1	1	6
PostUnit 19: What do you know about the Articles of Confederation?							
Not sure; don't remember	1	1	-	1	1	1	5
Form of government people didn't agree with	1	-	1	-	-	-	2
Weak form of central government	-	-	1	-	-	-	1

TABLE 4. (continued)

Students Achievement	James H	Elena H	Jerome M	Aimee M	Robert L	Janine L	TOTAL
PreUnit 17: What is the Constitution? Explain.							
Not sure; don't know	-	-	-	-	-	1	1
It's about freedom, rights, laws	1	-	1	-	1	-	3
Things to get a democracy started	1	-	-	-	-	-	1
Set of rules for how to treat people	-	1	-	-	1	-	2
Written to govern the country	-	-	1	-	-	-	1
Rules for dividing the country into sections	-	-	-	1	-	-	1
PostUnit 20: What is the Constitution? Explain.							
How the government works, explains laws in the U.S.	1	-	-	1	-	1	3
Explains powers of government	-	1	-	-	1	-	2
It guarantees people's rights	-	-	1	1	1	-	3
An enlarged Declaration of Independence	-	-	-	1	-	-	1
PreUnit 18: How do you think an argument over the use of the tennis court should be handled?							
Share the space	1	-	-	-	-	-	1
Put ideas together and make a game for everyone	1	-	-	-	-	-	1
Switch it off by recesses	1	1	1	-	1	-	4
Talk out a solution	1	1	1	1	1	1	6
Majority rule	1	-	-	-	-	-	1
Reach consensus	-	1	-	-	-	1	2
Have an adult decide	-	-	1	1	1	1	4
Have student reps argue why they needed the court	-	-	-	1	-	-	1
PostUnit 21: How do you think an argument over use of the soccer field should be handled?							
Fairly, with equal treatment	1	1	1	-	-	1	4
Switch off recesses	1	1	1	-	1	1	5
Ask a teacher to arbitrate	1	-	1	-	-	1	3
No fighting	-	1	-	1	-	-	2
Split the field in half	-	-	-	1	1	-	2
Talk out a solution	1	-	1	1	-	1	4
PreUnit 19: What happens if you have a different idea about history than other kids in class?							
That's OK	1	1	1	1	1	1	6
People have a right to their opinion	1	1	1	1	1	1	6
We debate pros and cons	1	-	-	-	-	-	1
We disagree with each other a lot	-	1	-	-	-	-	1
Refer to the book to prove your idea	-	-	1	-	-	1	2
Agree to disagree	-	-	-	1	-	-	1

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TABLE 4. (continued)

Students Achievement	James H	Elena H	Jerome M	Aimee M	Robert L	Janine L	TOTAL
PostUnit 22: What happens if you have a different idea about history than other kids in class?							
That's OK	1	1	1	1	1	1	6
Check books to prove ideas	1	-	1	1	-	1	4
Opinions depend on point of view	1	1	-	-	-	-	2
History is mostly facts but some opinions	1	-	-	-	-	-	1
Have a teacher or historian give the answer	-	-	1	-	-	-	1
The most evidence would solve it	-	-	1	-	-	1	2
History is mostly opinions	-	-	-	1	-	-	1
Talk out ideas	-	-	-	1	1	-	2
PreUnit 20: What happens if your idea about history is different from your teacher's?							
That's OK	1	1	1	1	1	1	6
People have a right to their opinion	1	-	1	-	1	-	3
Bill of Rights gives you freedom of speech	1	-	-	-	-	-	1
Opinions depend on your family background	1	-	-	-	-	-	1
Need good reasons for opinions	-	1	-	-	-	-	1
Need to backup opinions with information from books	-	-	1	1	-	1	3
When you disagree, talk it over	-	-	-	-	1	-	1
PostUnit 23: What happens if your idea about history is different from your teacher's?							
That's OK	1	1	1	1	1	1	6
If it's an opinion then that's OK, if a fact then someone's wrong	1	-	-	-	-	-	1
She encourages us to have opinions	-	1	-	-	-	-	1
Check the book; don't make a big argument of it	-	-	1	-	-	1	2
Speak your own opinion	-	-	-	1	-	-	1
Talk out a solution	-	-	-	-	1	-	1
PreUnit 21: What would you do to improve your community or neighborhood?							
Not sure; don't know	-	1	1	-	-	-	2
Make the schools better	1	-	-	-	-	-	1
Clean up pollution	1	-	-	-	-	1	2
Find jobs for the homeless	1	-	-	-	-	-	1
Give voting rights to kids	-	-	-	1	-	-	1
Create gun laws	-	-	-	-	1	-	1
Fix up houses	-	-	-	-	1	-	1
It's pretty good as it is	-	-	1	-	1	1	3

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TABLE 4. (continued)

Students Achievement	James H	Elena H	Jerome M	Aimee M	Robert L	Janine L	TOTAL
PostUnit 24: What would you do to improve your community?							
Not sure; don't know	-	1	-	-	-	-	1
Clean up pollution	1	-	1	1	-	1	4
Make the schools better	1	-	1	-	-	-	2
Get rid of gangs	-	-	-	1	-	-	1
Better protection	-	-	-	-	1	-	1
No littering	-	-	-	-	1	-	1
It's pretty good as it is	-	-	-	1	-	-	1
PreUnit 22: What would you do to make this country a better place?							
Not sure; don't know	-	-	-	-	-	1	1
Spend less on defense, more on schools, homeless, pollution	1	-	-	-	-	-	1
Support peace	-	1	-	-	-	-	1
Laws about pollution	-	-	-	1	1	-	2
Give students voting rights	-	-	-	1	-	-	1
Too risky to improve the country	-	-	1	-	-	-	1
PostUnit 25: What would you do to improve this country? Which would you prefer: improve the country or local community?							
Improve the country; bigger benefits	1	-	-	-	1	1	3
Improve the community; it's easier	-	1	1	1	-	-	3
World peace	1	-	-	-	-	-	1
Eliminate racism, sexism	-	1	-	-	-	-	1
Change laws	-	-	1	-	-	-	1
Clean things up, e.g., crime	-	-	-	1	1	1	3
PreUnit 23: When doing assignments, do you prefer to work in groups, pairs, or alone? Why?							
Groups: It's more fun, you learn more, more ideas	1	-	1	1	-	1	4
Pairs: Easier to concentrate	-	1	-	1	1	1	4
Alone: Concentrate better,	-	-	1	1	-	-	2
Depends on the assignment and your partner	-	-	1	1	-	-	2
PostUnit 26: When doing assignments, do you prefer to work in groups, pairs, or alone? Why?							
Groups: Better ideas, learn more, it's fun, you can collaborate, if it's quiet	1	-	-	1	-	-	2
Pairs: Easier, more ideas, a group is too hard--when people disagree; confusing	-	1	1	1	1	1	5
Alone: Sometimes it's faster, too much shouting in groups	-	-	1	1	-	-	2
Depends on subject and assignment	-	-	-	1	-	-	1

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TABLE 4. (continued)

Students	James	Elena	Jerome	Aimee	Robert	Janine	TOTAL
Achievement	H	H	M	M	L	L	
PreUnit 24: How do you think important decisions should be made in this class?							
Vote on them	1	1	1	1	1	1	6
Vote on things that involve everyone	1	-	-	-	-	1	2
Talk about decisions before voting	-	1	-	-	-	-	1
Not fair for the teachers or students to have all the say	-	-	1	1	-	-	2
By democracy	-	-	-	1	-	-	1
Some decisions should be made by those in charge	-	-	1	1	-	1	3
Majority rule	-	-	-	-	1	-	1
PostUnit 27: How do you think important decisions should be made in this class?							
Vote on them, by democracy	1	-	1	1	1	1	5
Majority rule	1	-	1	-	-	-	2
Talk about decisions	-	1	1	-	-	-	2
Teacher can choose sometimes but should listen to students	-	1	-	-	-	-	1
Teacher could choose what to teach	-	-	-	-	1	-	1
PostUnit 28: Did you find this period in history interesting? Explain.							
I found it interesting	1	1	1	1	1	1	6
Some parts not very interesting	-	-	1	1	-	-	2
Not my favorite subject	-	-	-	-	-	1	1
Sequence that led to the war	1	-	-	-	-	-	1
Struggle over the Constitution	1	-	1	1	1	-	4
The war itself	-	-	1	-	1	-	2
The Boston Tea Party	-	-	1	-	-	-	1
Three Branches of government	-	-	1	-	-	-	1
Sometimes it was hard to follow	-	-	-	1	-	-	1
PostUnit 1: What do you think history is?							
What happened in the past	1	1	1	1	1	1	6
Learning from our mistakes	1	-	-	-	1	-	2
Most important things in the past	1	-	-	1	1	1	4
Story about what already happened	-	1	-	-	-	-	1
About famous people and wars	-	-	1	-	-	-	1
PostUnit 2: Why do you think they teach you about history in school?							
To know about how the country came to be	1	-	1	-	1	1	4
It can help you get a job	1	-	-	1	-	-	2
Helps you understand others and the present	1	1	1	-	-	-	3

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TABLE 4. (continued)

Students Achievement	James H	Elena H	Jerome M	Aimee M	Robert L	Janine L	TOTAL
PostUnit 2 (continued)							
So you know what happened in the past and why	-	1	1	1	1	1	5
Helps you correct the problems from the past	-	1	1	-	-	-	2
PostUnit 3: How might learning history help you in your life away from school?							
It helps you to know about things you're interested in	1	-	-	-	-	1	2
Helps you in school	-	1	-	-	-	-	1
Helps you in life in general	-	1	-	-	-	-	1
Might help you in a job	-	-	-	1	-	-	1
You could quiz your friends	-	-	-	1	-	-	1
Helps you avoid mistakes of the past	-	-	-	-	1	-	1
Help your own kids when they're in school	-	-	-	-	1	-	1
I'm not sure	-	-	1	-	-	1	2

TABLE 5. SILVER BURDETT AND GINN TEST RESULTS: ATKINSON'S CLASS

	Atkinson's Class (N=23)
35 Multiple Choice Items	
Mean Raw Score (Percentage Correct)	27.4 (78%)
High Score (Percentage Correct)	34 (97%) (n=2)
Low Score (Percentage Correct)	17 (49%) (n=1)
Median Score (Percentage Correct)	28.5 (81%)
Test Scores (including essays)	
Mean Raw Score	32 (78%)
High Score (41 points possible plus extra credit points)	42 (102%)
Low Score	19 (45%)

Note: Statistical tests were insignificant.

TABLE 6. RESULTS OF END-OF-UNIT QUIZ BY QUESTION

Question #1: Give the three branches of government and who has power in each.

Number of Students:	Response:
15	Drew a diagram or a chart showing the branches and their organizations
6	Made a list
5	Described the branch and its organizations
(7)	(Went beyond the question to explain the tasks of each branch)
(N=26)	

Question #2: Explain about something you found interesting in this unit.

Number of Students (N=26):	Response and Explanation:
6	Boston Tea Party
5	Struggle over ratification of the *Constitution*
5	*Bill of Rights*/ Amendments
4	Roles of women
3	Intolerable Acts
2	Three branches of government
2	Sam Adams
2	Sons of Liberty
2	Taxes on tea
2	Boston Massacre
2	Boycotting
1 (mention each for)	Decision making processes; the Peggy Sue; Protesting; George Washington; Battles; Voting; Constitution-making; Life in colonial times; Power of Washington's cabinet; Federalists/Anti-Federalists; Swamp Fox; Shays's Rebellion; War strategy

Note: A number of students identified more than one interesting item.

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2	Sam Adams
2	Sons of Liberty
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